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ABSTRACT

During 1975-76, an evaluation of the Associate Degree Nursing (ADN) program at Rio Hondo College was undertaken which involved: (1) surveying all nursing graduates in the classes of 1973, 1974, and 1975, and all fourth semester students currently enrolled in the program; (2) surveying or interviewing all instructional staff for the ADN program; (3) surveying and interviewing personnel at hospitals which employ Rio Hondo graduates; (4) examining State Board Test Pool Examination results for Rio Hondo students between 1970 and 1973. Graduates were found to be gainfully employed, and job satisfaction was high. Graduates stated that the instructional program was helpful at a moderate or higher level, and that clinical experiences and instructors were helpful to high or very high degrees. The staff reported that Rio Hondo graduates demonstrate the technical aspects of nursing skills at moderate or higher levels. Hospital personnel generally regarded the professional preparation of Rio Hondo nursing graduates as adequate or better. The performances of the graduates on the State Boards indicated that the graduates had been well prepared. They were above the California or national norms in 27 categories, and below the norms in only 13. Complete survey results are tabulated and graphed, the questionnaires are appended, and recommendations are made. (NHM)

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The Associate Degree Nursing Program at Rio Hondo College

A Research Report

THE ASSOCIATE DEGREE NURSING PROGRAM

AT

RIO HONDO COLLEGE

A Research Report

Presented To

Dr. Walter M. Garcia

Superintendent-President

By

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Dean, Continuing Education

April 1976

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Technical Report, Instructional Systems Group

SECTION I

Introduction

During a meeting in September of 1975 with the recently appointed Director of the Associate Degree Nursing program, the researcher recommended an in-depth analysis of the nursing education program. The recommendation grew out of the forth-coming accreditation of the Associate Degree Nursing program and in light of the commitment of the College to periodically assess instructional programs.

The Director of the nursing program agreed to support the project and appointed four Associate Degree Nursing faculty members to work with the researcher in developing the research design.

With the assistance of the sub-committee, the objectives, scope, and procedures for the research project were developed and presented to the total faculty which endorsed the study.

Objectives

The principal objective was to propose recommendations for the improvement of the total instructional program. Process objectives of the study involved assessment of the quality of the instructional program by graduates, fourth semester students, area hospital personnel, and Associate Degree Nursing staff members.

Scope

It was determined to send follow-up questionnaires to all nursing graduates of the classes of 1973, 1974, and 1975. Similar questionnaires were also to be administered to all fourth semester students currently enrolled in the program.

Interviews of hospital personnel were limited to four local hospitals which serve as clinical laboratories for our students and who employ Rio Hondo College graduates.

Procedures

The follow-up instrument was a 49-item questionnaire (Exhibit 1) which was mailed to each graduate. Questionnaires were color-coded for each class. Due to the low incidence of returns, follow-up calls were made by the researcher's office one month after the questionnaires were mailed. Two months later a sub-committee of 1975 graduates volunteered to call each of the graduates in the class of 1975 in order to elicit responses of others who had not responded.

The researcher's office called graduates in the classes of 1973 and 1974 who had not returned questionnaires. Responses to both efforts did not appreciably increase the total number of responses.

Effort was made through the Los Angeles County Registration of Nurses to reach the graduates the researcher's office was unable to locate. Summaries of responses are presented in Section II.

In addition to the administration of the questionnaire to hospital personnel (Exhibit 2) as indicated in Section IV, an in-depth interview was conducted at each hospital after the questionnaires were completed. Computer printouts were obtained for responses to this and other questionnaires administered.

Interviews were also conducted by the researcher with each staff member in the Associate Degree Nursing program, except the Director, who resigned prior to the administration of the staff questionnaires. Responses from the questionnaires and the interviews are reported in Section V.

SECTION II

Follow-Up of Nursing Graduates 1973-75

Efforts to reach all of the graduates of the classes of 1973, 1974, and 1975 yielded a moderate degree of success. Thirty-five percent of the graduates responded to the questionnaires. The respondents' reflections and recommendations clustered sufficiently to indicate a common core of feelings, perceptions, and attitudes shared by a significant number of the graduates.

Responses reported at this time were gleaned from graduates contacted by initial efforts. At a later date, another report will be submitted to reflect the responses of all others contacted after this report is issued in order to determine if there are any significant changes in pattern of responses. An analysis will also be made at that time to identify any major differences between the graduates and the current second-year students.

It is the researcher's opinion that a sufficiently broad range of responses has already been obtained to reflect a reliable and valid measure of graduates' perceptions and recommendations. The table below indicates the percentage of responses received from the graduates.

TABLE I

Percentage of Responses from Graduates

	Number of Graduates	Number of Respondents	Number of Returns Unanswered - No Forwarding Address
1973	54	18 (34%)	15 (28%)
1974	52	20 (38%)	11 (21%)
1975	64	21 (32%)	5 (8%)
	171	59 (35%)	31 (18%)

Item Analysis

A number of selected responses are examined here and reported in Figures I, II.

(1) The predominant influence in the determination of a nursing career was the individual's personal motivation as reported by 86% of the graduates.

(2) While only one nurse is employed part-time who would prefer to be working full time, the preponderant number

of graduates (92%) are working full time, with the balance (8%) working part-time - evidently by choice.

(3) Employment was obtained by other than conventional sources. A large majority (80%) indicated "other" sources with only 12% employed by referral of a college faculty member.

(4) The annual salary range reported by 52% of the graduates is between $10,000 and $12,000, with 17% earning between $12,000 and $14,000, the highest range reported.

(5) Rio Hondo College graduates are employed principally in Los Angeles County (66%) with 57% working in cities in excess of 50,000 population.

(6) A predominantly large number of graduates are evidently satisfied with their positions since only 3% indicated they are interested in a different position, while 81% indicated they are not interested in a different position.

(7) Approximately half of the graduates (43%) reported that the nursing staff of Rio Hondo College was supportive to a very high or high degree. When combined with those who indicated that the staff is helpful to a moderate degree (38%) the total is 81%.

(8) Slightly less than half of the graduates (47%) indicated that the nursing education course content prepared them for their beginning position to a very high or high degree. A total of 81% felt that the course content was helpful to a moderate or higher degree.

(9) Clinical experiences prepared graduates to a very high or high degree according to 43% of the respondents, while 40% reported that clinical experiences prepared them to a moderate degree.

(10) More than a majority of graduates (59%) reported that clinical instructors were helpful to a very high or high degree.

(11) A total of 17% indicated that they are interested in a program leading to a Bachelor's degree. An

additional 12% stated that they are enrolled in programs leading to a special certification.

(12) A total of 57% would like to have Rio Hondo College offer advanced nursing courses.

Two open-end questions were also asked in order to obtain responses from graduates regarding:

(a) strong features of the Rio Hondo College nursing education program

(b) features of the Rio Hondo College nursing education program which should be strengthened

Miscellaneous responses (less than five responding) were eliminated in the tabulations. General areas in which there is a congruence of opinion with five or more respondents agreeing were identified by the graduates of 1973, 1974, and 1975.

Strong features	Number
Instructors	16
Clinical experiences	13
Hospital affiliations	12
Program organization	9
Preparation for State Boards	7
Nursing care plans	5

Aspects of the program which should be strengthened are also reported in which there is a congruence of five or more responses.

Features to be improved	Number
More clinical experiences	20
Better relationships among staff members	19

Features to be improved	Number
Better instructors	6
Better directions	6
Better lectures	6
Better program organization	5
More pharmacology	5
Better assistance from instructors	5
Less biased grading	5

Figure I

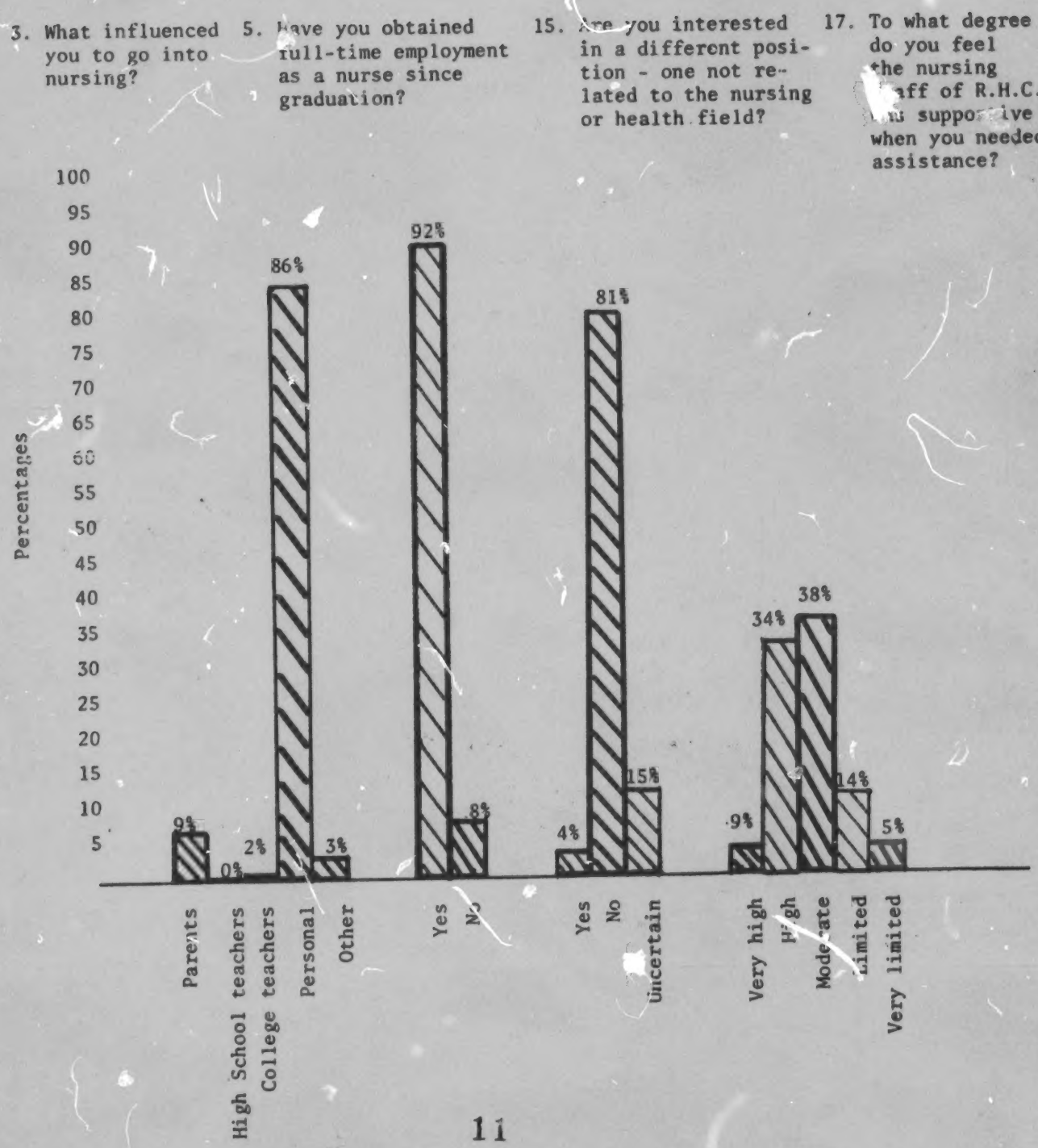
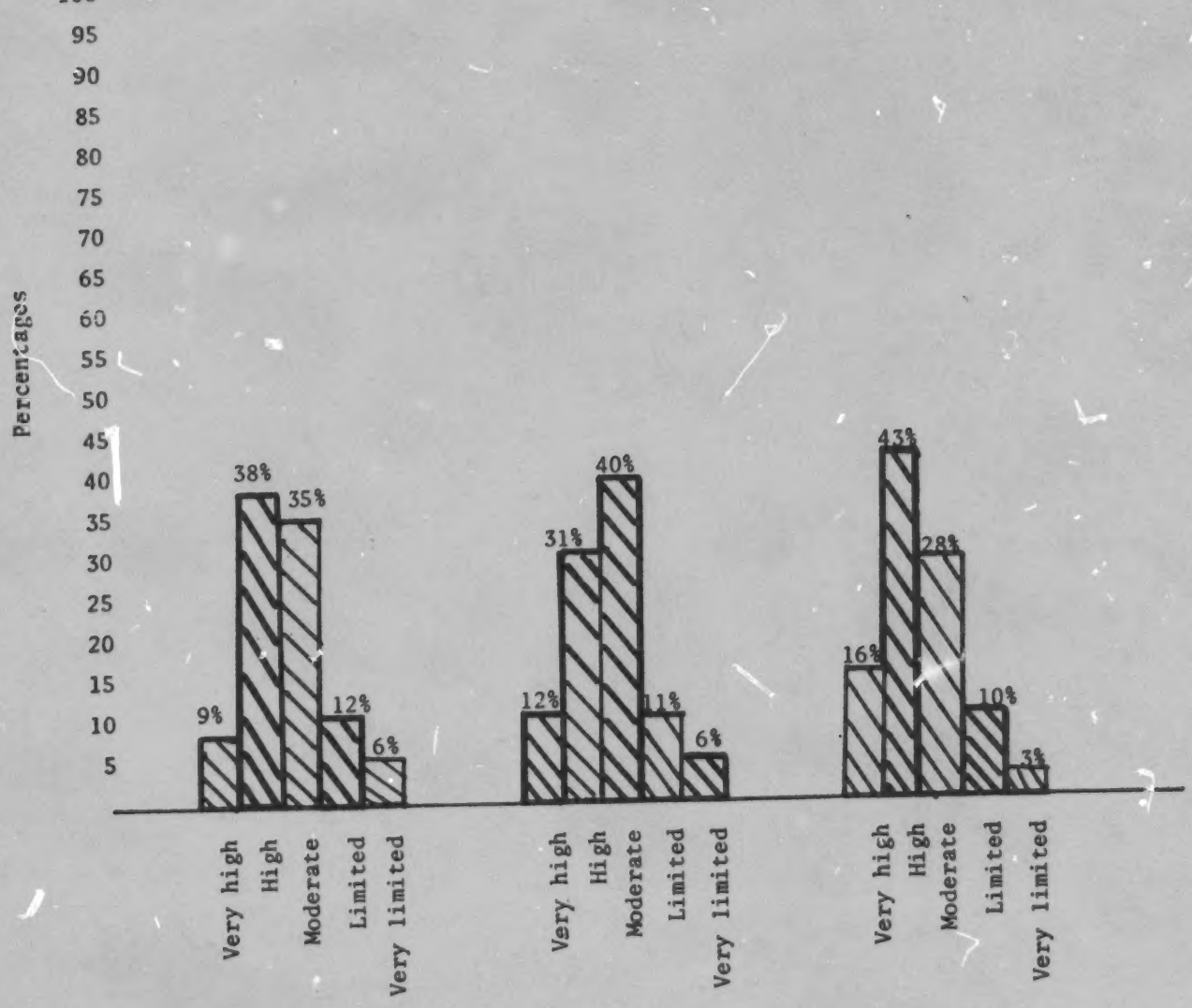

3. What influenced you to go into nursing?
5. Have you obtained full-time employment as a nurse since graduation?
15. Are you interested in a different position - one not related to the nursing or health field?
17. To what degree do you feel the nursing staff of R.H.C. was supportive when you needed assistance?
Percentages
100
95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
9%
0%
2%
86%
3%
92%
8%
4%
81%
15%
9%
34%
38%
14%
5%
Parents
High School teachers
College teachers
Personal
Other
Yes
No
Yes
No
Uncertain
Very high
High
Moderate
Limited
Very limited

Figure II

18. To what degree do you feel the course content in the R.H.C. nursing program prepared you for your beginning in nursing?

19. To what degree do you feel your clinical experiences prepared you for your beginning position as a nurse?

20. To what degree do you feel the clinical instructors were supportive when you needed assistance, encouragement, or advice?



SECTION III

State Board Test Pool Examination Results - 1970-1973

Results of the State Board Test Pool Examination Results are reported in Figures I - V for each of the five areas in which students are tested:

I Medical Nursing

II Surgical Nursing

III Obstetrics Nursing

IV Nursing of Children

V Psychiatric Nursing

Figure VI reflects the composite mean scores in these five areas.

Since this report will become the basis of a longitudinal study, test results of the Rio Hondo College students prior to the 1973 base year are included to provide a basis for comparisons in future years. The examination in 1972 is reported although it was a special examination involving only 281 California graduates out of 47 schools: 27 Associate Degree, 15 Baccalaureate, and 5 Diploma. Test results for other years represent 19 Baccalaureate, 9 Diploma, and 56 Associate Degree programs, a total of 84 programs.

Analysis

A review of the mean scores will essentially be limited to four years, 1970, 1971, 1972, and 1973. Due to the small number of Rio Hondo College students who took the 1972 special examination those means will not be compared, although reported.

The National League for Nursing Evaluation Service National Summary is used for comparisons. The passing score is 350.

Tables I, II indicate the scores in each of the five categories in which students are tested and in the composite mean scores in tests administered between 1970 and 1973. A negative mark indicates that the Rio Hondo College mean score is below the California or national mean. The plus sign indicates the Rio Hondo College mean score is above the California or national mean in the measured item. It will be noted that in 13 measures, the Rio Hondo College mean was below the California and/or national means while in 27 instances mean scores were reported above the California and/or national means.

Medical Nursing

Rio Hondo College students scored above the national mean in each of the four years but only in one year students scored above the California mean.

Surgical Nursing

Rio Hondo College students scored above the California and national means in each of the four years.

Obstetrics Nursing

The Rio Hondo College mean was above the national mean in three out of four years but below the California mean in each of the four years.

Children Nursing

The Rio Hondo College mean was above the national mean in two out of four years but only in one year above the California mean in the similar four-year period.

Psychiatric Nursing

The Rio Hondo College mean was above the California and national means in each of the four-year periods.

Composite Scores

Rio Hondo College students scored above the California and national means in two out of four years. They scored above the national mean in two years but below the California mean in the same years.

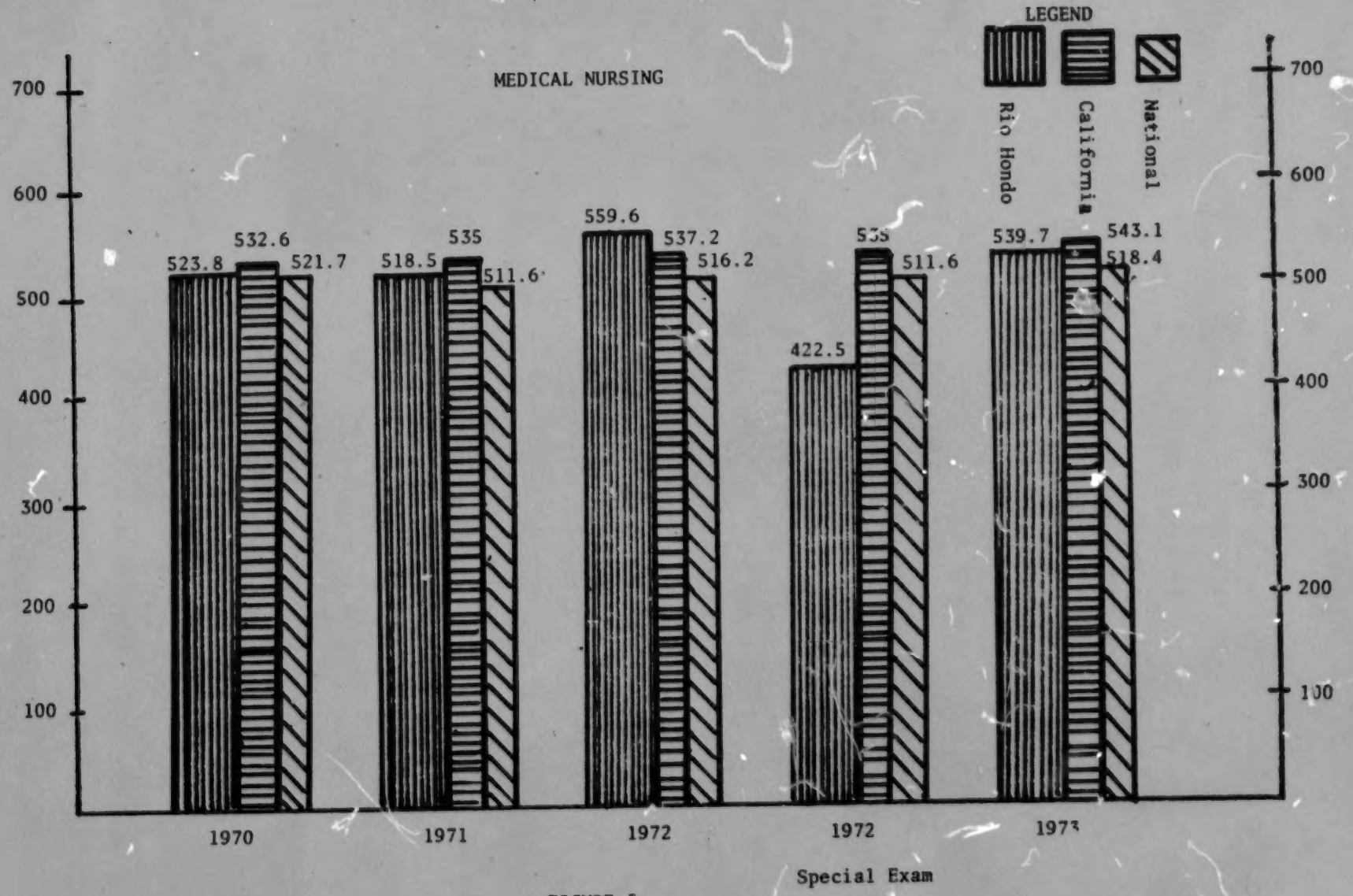


FIGURE I

Scores obtained by Rio Hondo, California, and the United States ADN graduates on MEDICAL NURSING section of California State Board Test Pool Examinations, 1970 - 1973, inclusive.

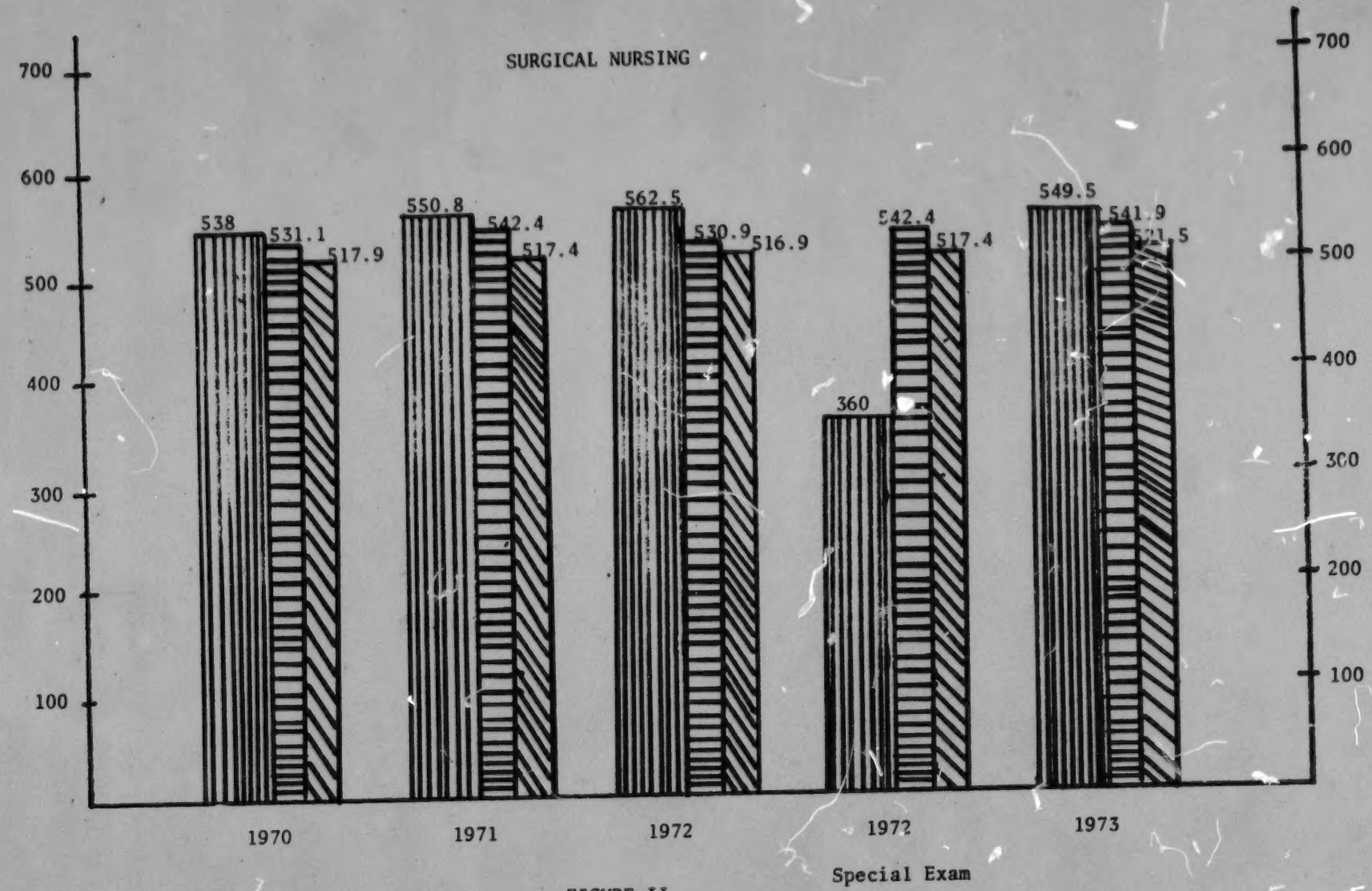


FIGURE II

Scores obtained by Rio Hondo College, California, and the United States ADN graduates on SURGICAL NURSING section of California State Board Test Pool Examinations, 1970 - 1973, inclusive.

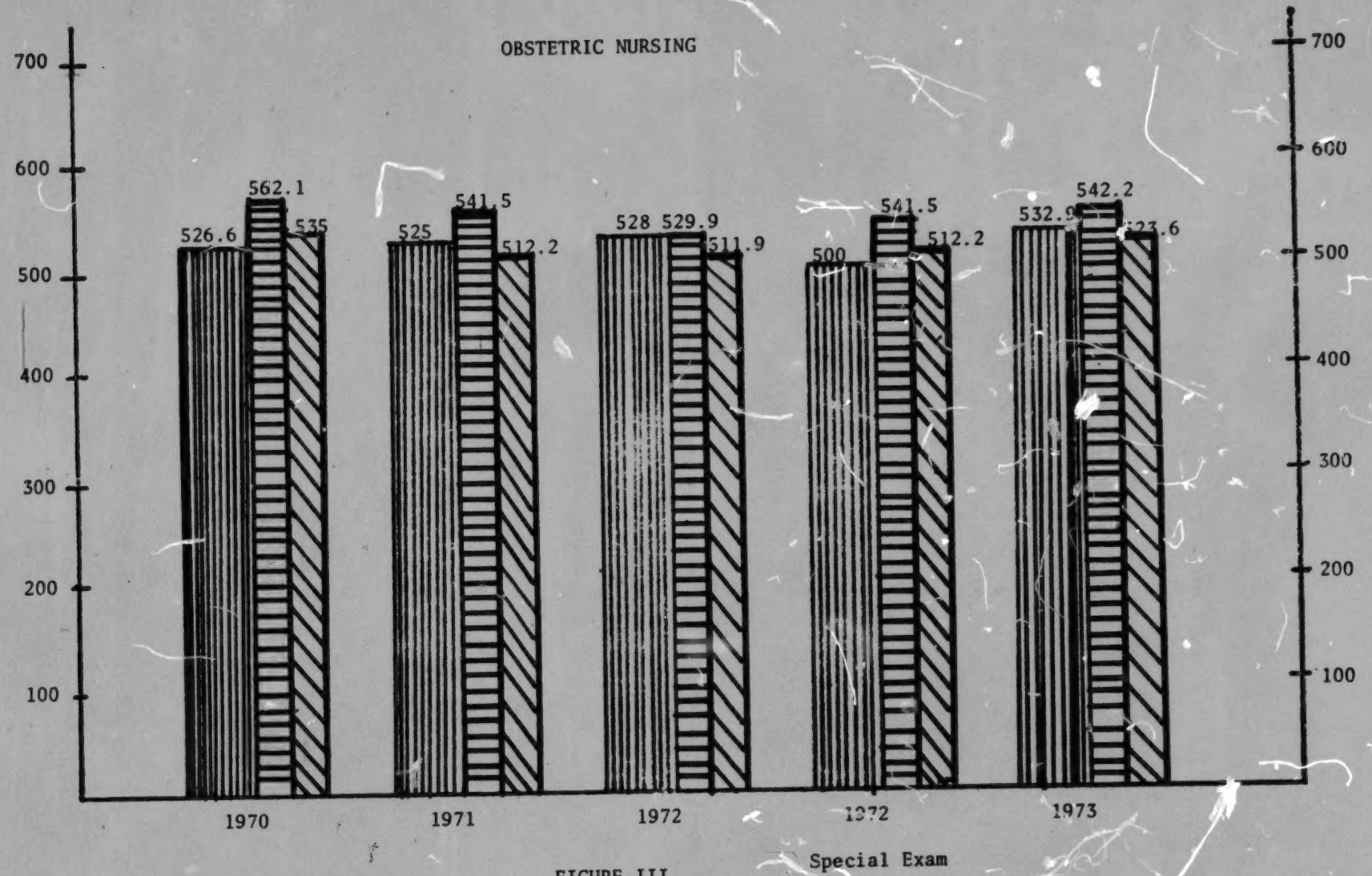


FIGURE III

Scores obtained by Rio Hondo College, California and the United States ADN graduates on OBSTETRIC NURSING section of the California State Board Pool Examinations, 1970 - 1973, inclusive.

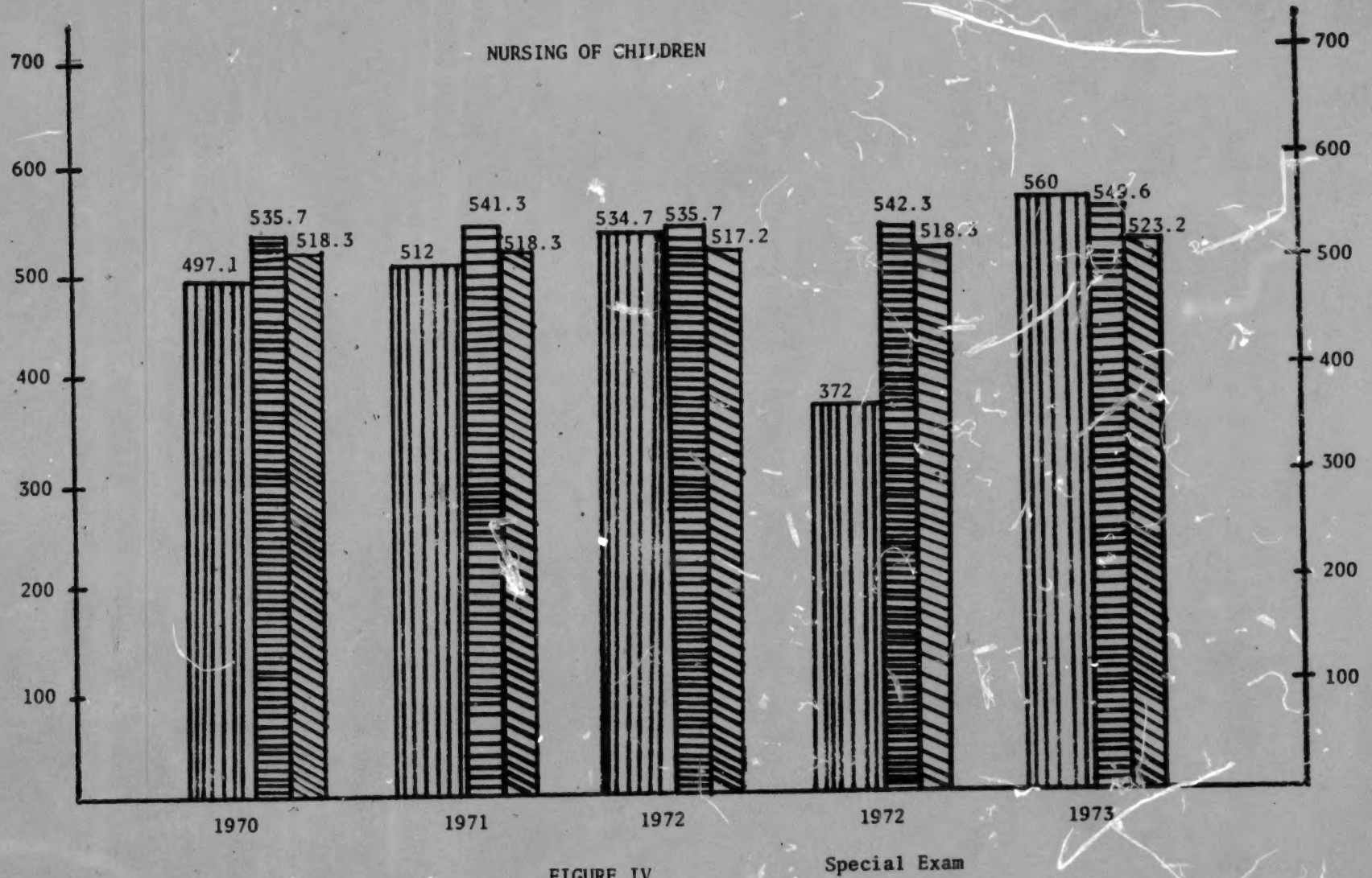


FIGURE IV

Scores obtained by Rio Hondo College, California and the United States ADN graduates on NURSING OF CHILDREN section of the California State Board Test Pool Examinations, 1970 - 1973, inclusive.

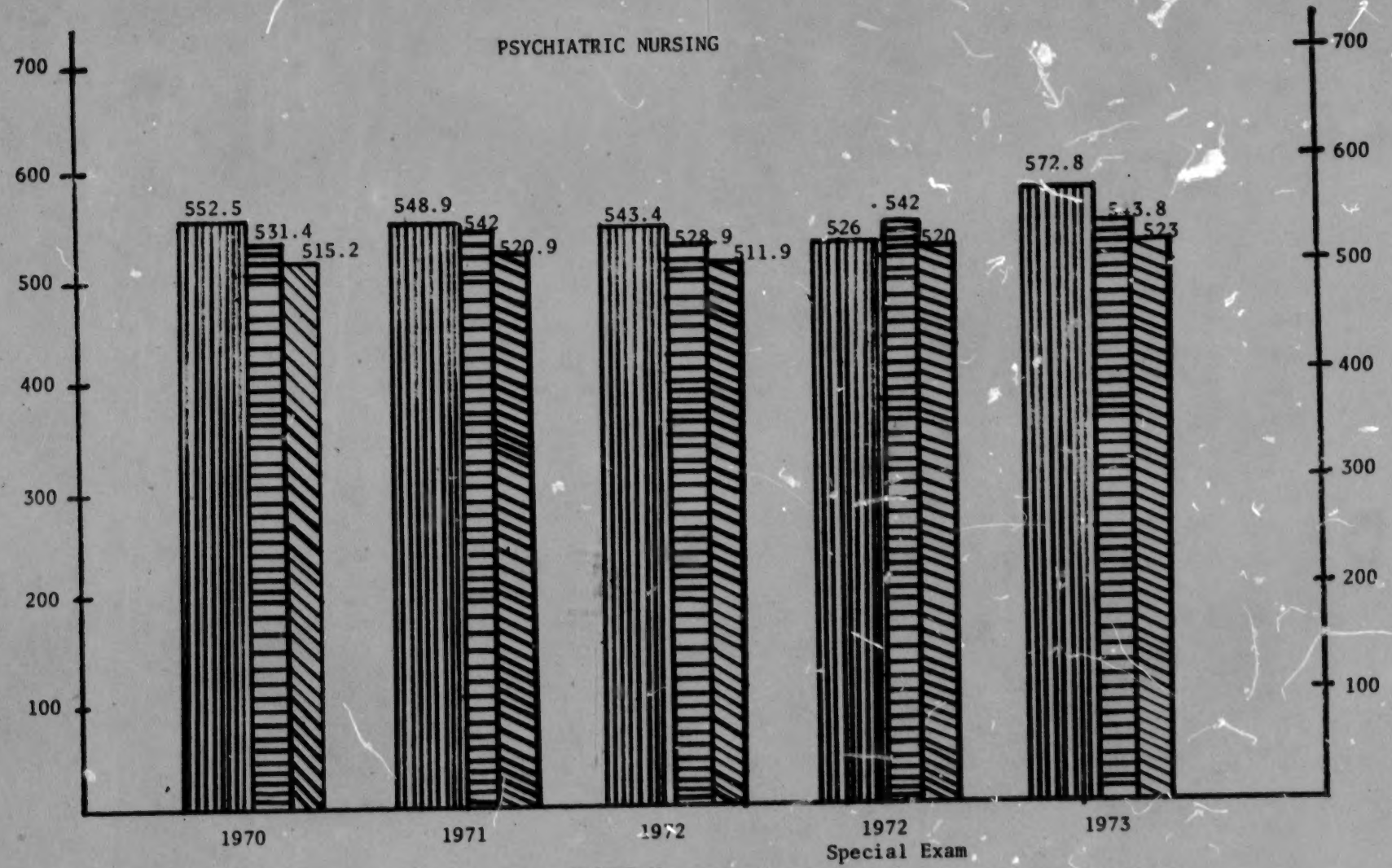


FIGURE V

Scores obtained by Rio Hondo College, California, and the United States ADN graduates on PSYCHIATRIC NURSING section of the California State Board Test Pool Examinations, 1970-1973, inclusive.

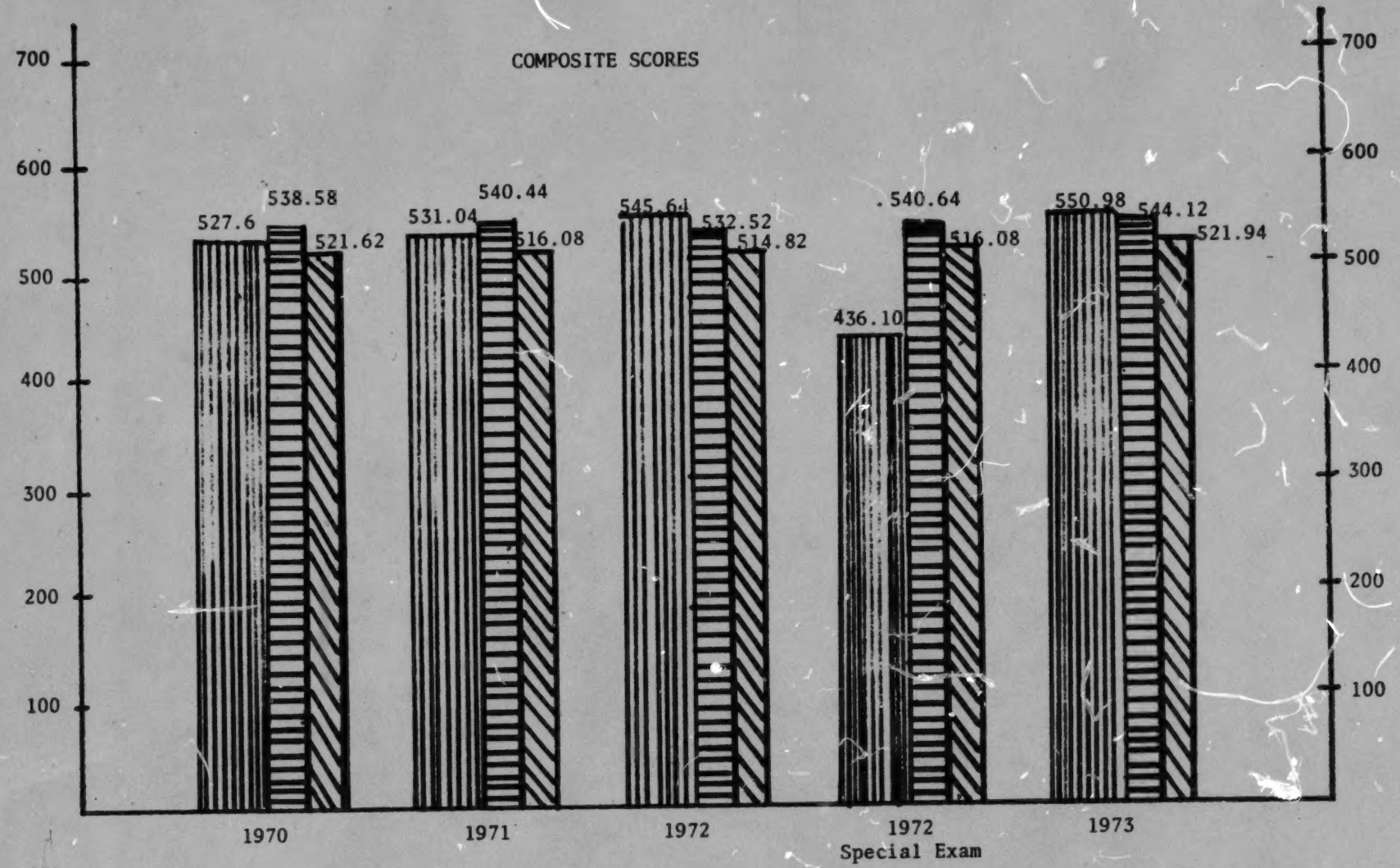


FIGURE VI

Composite mean scores obtained by Rio Hondo College, California, and the United States (nationwide) ADN graduates on State Nursing Board Test Pool Examinations, 1970 - 1973, inclusive.

TABLE I

Comparison of Rio Hondo College, California, and National Test Results by Mean Scores in Subject Areas

YEAR	MEDICAL NURSING		SURGICAL NURSING		OBSTETRIC NURSING		NURSING OF CHILDREN		PSYCHIATRIC NURSING		TOTALS	
	Calif.	Nat.	Calif.	Nat.	Calif.	Nat.	Calif.	Nat.	Calif.	Nat.		
1970	-	+	+	+	-	-	-	-	+	+	5 -	5 +
1971	-	+	+	+	-	+	-	-	+	+	4 -	6 +
1972	+	+	+	+	-	+	-	+	+	+	2 -	8 +
1973	-	+	+	+	-	+	+	+	+	+	2 -	8 +
TOTALS	3 -	0 -	0 -	0 -	4 -	1 -	3 -	2 -	0 -	0 - =	13 -	
	1 +	4 +	4 +	4 +	0 +	3 +	1 +	2 +	4 +	4 + =		27 +

Below California Means	(subject areas)	10
Below National Means	(subject areas)	3
Above California Means	(subject areas)	10
Above National Means	(subject areas)	17
		13 / 27

TABLE II

Comparison of Rio Hondo College, California, and National Test Results - Composite Scores

1970		1971		1972		1973		
California	National	California	National	California	National	California	National	TOTALS
-	+	-	+	+	+	+	+	2 - 6 +

SECTION IV

Report of Interviews with Hospital Personnel

Conferences were scheduled with hospital administrators, supervisors, team leaders, and head nurses at each hospital which have direct contacts with Rio Hondo College nursing students. Since clinical laboratories are utilized by the College at Beverly Hospital, Presbyterian Intercommunity Hospital, White Memorial Medical Center, and Whittier Hospital, follow-up was focused on these hospitals.

With the enthusiastic cooperation of the chief administrative officer and the in-service director at each hospital, group interviews were conducted by the researcher involving the number of staff members indicated below:

Beverly Hospital	13
Presbyterian Intercommunity Hospital	12
White Memorial Medical Center	21
Whittier Hospital	18
	64

Questionnaires (Exhibit 2) were directed to hospital staff members who were unable to attend the scheduled interviews. A total of 92 responses were tabulated including the responses of 28 hospital staff members who did not attend the group interviews. The results of these questionnaire Items 1 - 12 are reported in Figures I - IV.

Item Analysis - Questions 1 - 12

(1) The basic question of nursing competencies of Rio Hondo College graduates in the varied technical aspects of nursing skills is rated by 36% of the respondents at the very high or high degree level. When these responses are combined with those who feel our graduates demonstrate these skills to a moderate degree, the results are 76%.

(2) A smaller percentage (24%) indicated that our graduates demonstrate initiative and resourcefulness in solving ward problems at a very high or high degree. When those who agree at the moderate level are included, the total is similar to the first item, 76%.

(3) Slightly more than half (53%) of the respondents indicated that our graduates demonstrate an understanding of patients' needs and rights to a very high or high degree. When combined with those who feel that understanding is at a moderate degree, a preponderant agreement, 89%, is found.

(4) Slightly less than half of the respondents (43%) feel our graduates demonstrate ability to satisfy patients needs and rights. When combined with the moderate degree responses, the total of 88% is similar to the above item. It can be concluded that the performance level of graduates is comparable to their perceived level of understanding.

(5) A small percentage of respondents (23%) feel that our graduates demonstrate an understanding of the legal aspects of nursing at the very high or high degree level. Combining this with those who feel they demonstrate an understanding at a moderate degree (42%) yields a total of 65%.

(6) A large number of respondents (64%) indicated that our graduates demonstrate the ability to work cooperatively with other staff members to a very high or high degree. When combined with those who indicate a moderate degree, the result is at the 92% level.

(7) The need for more training and experience in caring for critical care patients was perceived at a high degree of congruence by the respondents (60%). Combining this with those who feel our graduates demonstrate this need to a moderate degree indicates that 79% of the respondents feel graduates need special training in this area.

(8) Only 30% of the respondents indicated our graduates need, to a high degree, additional, extensive nursing education prior to completion of our nursing program. When combined with the respondents who indicated a moderate degree, the result is a 73% congruence on this item.

(9) The matter of more clinical experience before graduation was recommended by 49% at the very high or high degree levels. When combined with the moderate degree level, the results indicated a 78% concurrence.

(10) The amount of clinical training recommended by 45% of the respondents was two to three months. A number of respondents (40%) indicated the need for six months' additional preparation. A total of 85% of the respondents in effect recommended more clinical training.

(11) Twenty-eight percent of the respondents feel that our graduates demonstrate skills above the norm relative to other two-year graduates. When combined with those who feel our students demonstrate skills to a moderate degree, above the norm of other two-year graduates, the total is 66%.

(12) Evaluation of the basic skills of Rio Hondo College graduates when compared to graduates of four-year nursing programs, we find that 25% feel they compare favorably to a very high or high degree. A total of 66% feel that our graduates compare at moderate and higher levels.

Interviews with Hospital Personnel

Responses to Item 13 of the questionnaire were obtained through an in-depth interview at each of the hospitals. Hospital personnel were asked to relate areas in which skills and/or knowledge of the Rio Hondo College nursing education program could be improved for more effective performance in nursing. This open-ended question provided a number of areas of congruence. The summary statements below reflect the consensus of the participants.

In order to preserve the confidentiality of responses and to reflect similarities and differences of opinion among the various hospital personnel, responses from each of the hospitals will be reported without regard to the name of the hospital.

Hospital A

(1) Rio Hondo College students should have more training in intravenous therapy.

(2) Students should be assigned to night-time responsibilities in order to learn how to deal with total patient care. There are fewer resources in the evening, compelling nurses to be resourceful. Graduates are well prepared for day-time tasks, however.

Night-time experience would provide opportunities for post-operative assessment and care of patients, the opportunity to make decisions, to deal with problems, often with full responsibility for assessment. This role is different from providing for patients' basic hygiene and comfort needs.

(3) Clinical instructors need to "let the student nurses go," except in those specialty areas such as obstetrics. In medical-surgical, students should be given more free time. In this area, "there is often too much supervision."

(4) There is a compelling need to prepare students to deal with the Systems Approach to nursing. A Systems Approach involves computer in-put by staff, staff assessment, and feed-back to modify approaches to problem solving. Nurses need to learn how to gather and select information for in-put into a Systems Analysis pattern.

(5) The "medical model and human growth and development models are passe. We should use new models in nursing education programs."

(6) Rio Hondo College graduates have been able to take team leadership roles. They demonstrate initiative and capability for team leadership.

(7) The new curriculum in Nursing Care Planning should be focused on disease entities which are not taught.

(8) It was generally felt that clinical instructors need assistance in keeping up to date with latest developments. "What is being done to keep nursing instructors up-to-date with recent developments in nursing care?"

(9) A course in Physics for nurses was recommended. (Consult Margaret Richards, East Los Angeles Community College, re the course, "Applied Physics in Nursing.")

(10) Relationships of the Rio Hondo College clinical instructor to the staff is generally positive. The Hospital staff continuously attempts to keep the clinical instructors up to date regarding new procedures in each of the areas.

(11) Students who have had training as LVN's or experience as Nurses' Aides are generally well prepared and superior to students without these experiences. The opportunity for full-shift experience makes a substantial contribution to their competencies. The full-shift experience provides opportunities for comprehensive care - planning, procedures for treatment and follow-up, and opportunity to observe outcomes of treatment.

(12) The current program of training does not fully prepare nurses to deal with crises. Opportunities should be provided for more experiences either on week-ends of during the evening to deal with crisis management -- the opportunity to define problems, select the correct "potential" solution and make a complete assessment.

(13) It is recommended that during the last semester, nurses be given preparation in understanding the totality of hospital organization, administration, budgeting, and staffing problems, since many of our students are idealistic in their preparation and unable to face conflict with bureaucratic governing bodies.

(14) Opportunities need to be given students, during a two to three-week period, for experiences in different areas of the hospital to determine which area of specialization would most appeal to them.

(15) Students should be given special training in:

(a) Ethics in Nursing
(b) Legal Aspects of Nursing
(c) Surgery, Operating Room and Intensive Care Units
(d) Patient Care Plans

Hospital B

(1) More time is needed for clinical assignments. Short length of clinical experiences precludes complete assessment of patients. Other college graduates are spending two, eight-hour days in clinical care as opposed to the Rio Hondo College short-day assignment.

(2) Students should spend more time in the Intensive Care Unit. Short lengths of time result in fragmentation of students' work. Suggestion: four consecutive days.

(3) LVN's are better prepared than ADN's due to the extended length of clinical experiences. Recommended span of time for clinical experiences after graduation -- two to six months, with close supervision.

(4) Weaknesses in ADN program result from the structure of training of the one-to-one relationship. Graduates are

not prepared to assume responsibilities for a "team."

(5) Graduates are not well prepared to assume responsibility after graduation. Six months to one year of additional training is required in a hospital.

(6) Last six months of training should be primarily clinical. Graduates should consider post-graduate clinical experiences at county hospitals.

(7) Training program should provide a realistic work load by increasing the patient load.

(8) In-service training would prove beneficial. The average student has no concept of others' responsibilities.

(9) The evening shift (3:00 p.m. - 11:00 p.m.) would provide more valuable clinical experiences - rather than day hours.

(10) Course in professional ethics should be offered for all students.

(11) Graduates do not have sufficient knowledge of nursing care plans. More emphasis should be placed in their educational program on nursing care plans.

(12) Emphasis needs to be placed on the clinical aspects of Medical-Surgical nursing - "they usually know the whys but not the hows."

(13) Students should be taught to be accountable and how to establish priorities.

Hospital C

(1) The College should provide more team leading experiences during the last semester to provide graduates educational preparation for their responsibilities.

(2) Opportunities should be developed to provide a minimum of two months (ideally three months) internship program to prepare graduates for the realities of their work situations. While the hospital support budget provides many aspects of in-service education we (the hospitals) cannot provide sufficient opportunities for needed experiences

in Intensive Care Unit, Coronary Care Unit, Charge Nurse's responsibilities and as team leaders.

(3) Graduates need more practical experience. Often their idealism conflicts with the realities of their job assignment.

(4) Clinical instructors this year seem to be less skillful than those of previous years. Some (instructors) tend to shy away from problems indicating a lack of security and/or a lack of orientation to the hospital. "Is it the policy of Rio Hondo College to rotate instructors after a three-year period?"

(5) It was strongly recommended that the hospital should have the privilege of participating in the selection and assignment of clinical instructors at the hospital.

(6) Graduates should be given experiences to function as team leaders. They often experience severe frustrations when dealing with a full load of patients. Their preparation is essentially on a one-to-one relationship. This should be increased to a substantially larger number of patients -- 6 or 8 was recommended as an improvement to help graduates make the transition from the idealistic preparation to the realities of full-time assignments.

(7) It is felt there is a lack of close supervision by clinical instructors.

(8) A full eight-hour shift rather than a four to six-hour shift was recommended. This would provide graduates with the opportunity to observe the totality of patient care as well as hospital procedures.

(9) Clinical instructors should make assignments to students the day prior to the day they work with patients. It was generally felt that more time needs to be given to pre-assignment activities by clinical instructors.

(10) The College was commended for the fine professional manner of students, their general positive attitudes, and willingness to care for patients.

(11) Enthusiastic appreciation was expressed for the high quality of instruction in Anatomy and Physiology at Rio Hondo College.

(12) Additional professional preparation should be provided so graduates could function more effectively in the following areas:

(a) Emergency Room
(b) Operating Room
(c) Intensive Care Unit
(d) Coronary Care Unit
(e) Physical Therapy
(f) Radiation

(13) The Pharmacology program should be strengthened.

Hospital D

(1) More clinical experiences should be provided. Experience should include full eight-hour shifts. Lack of this level of training results in fragmentation.

(2) More than a one-to-one relationship (one patient-one student) is essential in order to function effectively in a ward after completion of the nursing program.

(3) There should be more emphasis in Pharmacology.

(4) Pre-training as a Nurse's Aide is of tremendous help to students in the ADN program.

(5) Exposure to three work shifts is definitely recommended.

(6) Graduates arrive unprepared. Too much training is required by the hospital staff. Basic skills should be stressed - more practical training. Suggestion: Post-graduate experience at a county hospital.

(7) Students need to be rotated among many different areas in the hospital to provide more comprehensive preparation.

(8) A number of post-graduate courses should be provided by the College.

(9) Basic Medical-Surgical should be considered a specialty area - more extensive study and experience should be offered in this area.

(10) A course in "Ethics in Nursing" and "Legal Aspects of Nursing" should be offered by the College for all students.

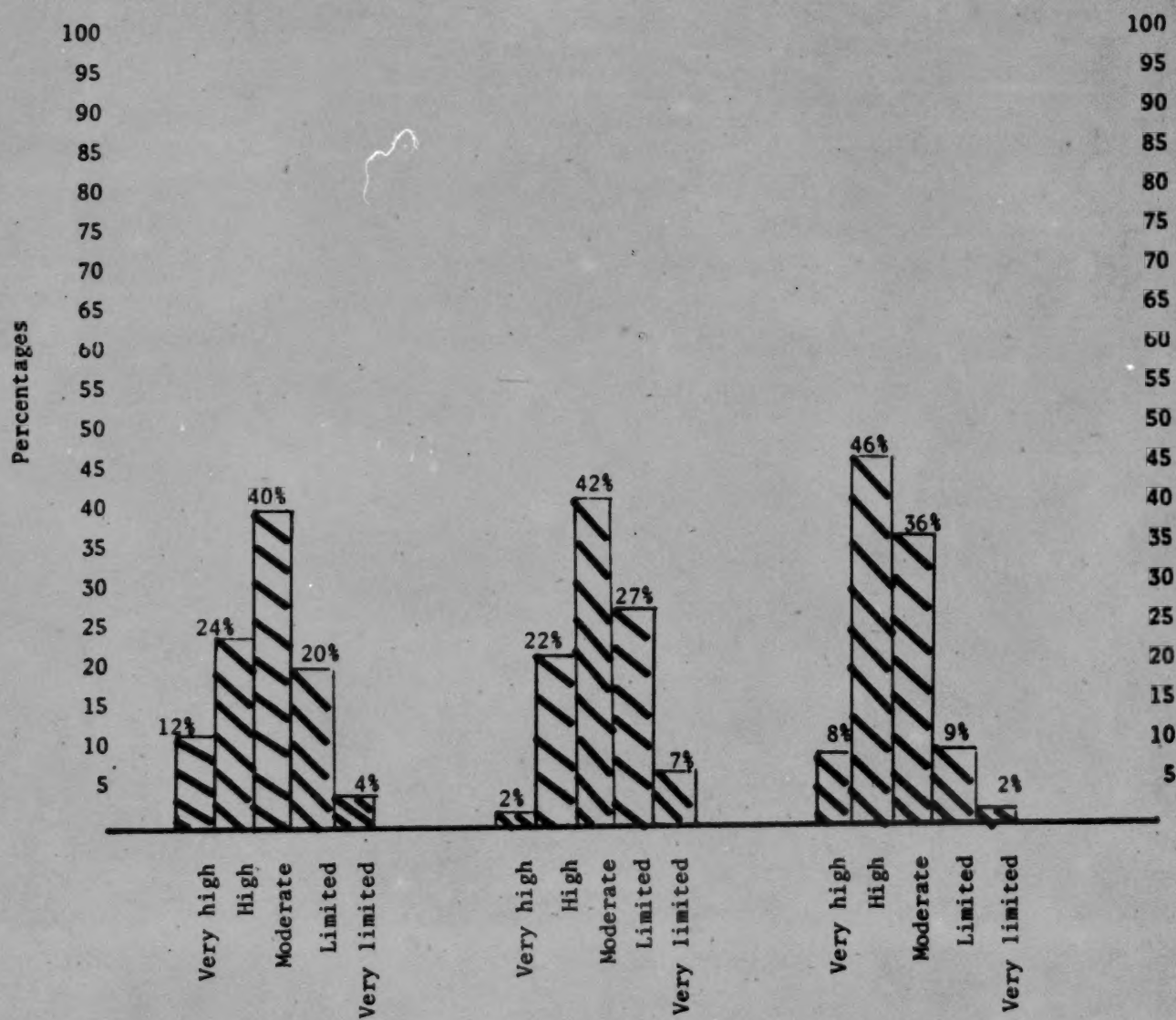
(11) There should be more consistency among instructors in procedures. No two instructors explain charting in the same manner. Too much disorganization results. A course on "Charting" should be offered.

(12) Why graduate in June? Why not continue through July, August, and graduate in September? Students could be placed in hospitals during the summer months for clinical experiences (between first and second year). Arrangements would be made through local hospitals.

(13) Suggested in-service training period after graduation: six months.

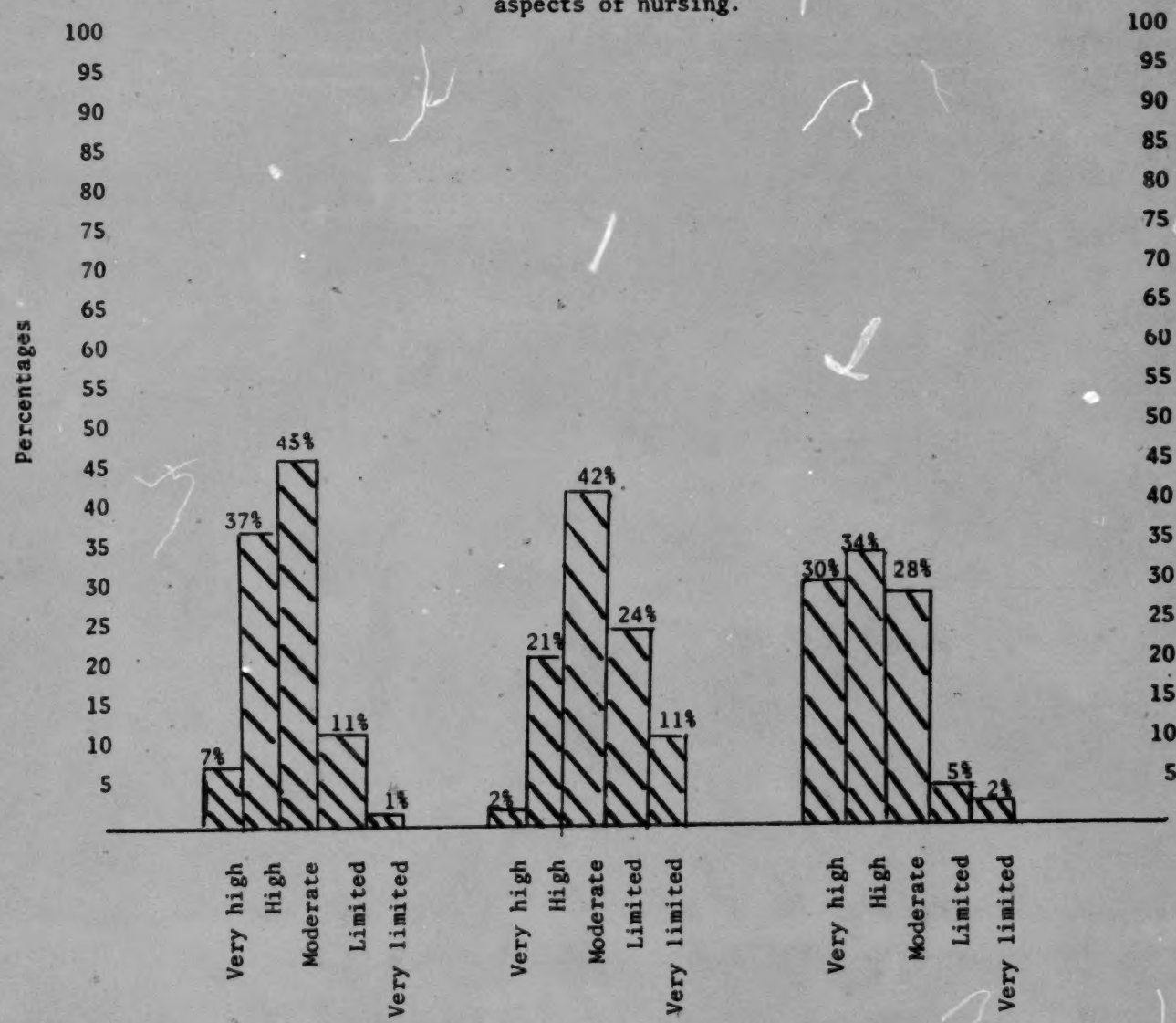
SUPERVISOR'S QUESTIONNAIRE

Figure I



SUPERVISOR'S QUESTIONNAIRE

Figure II



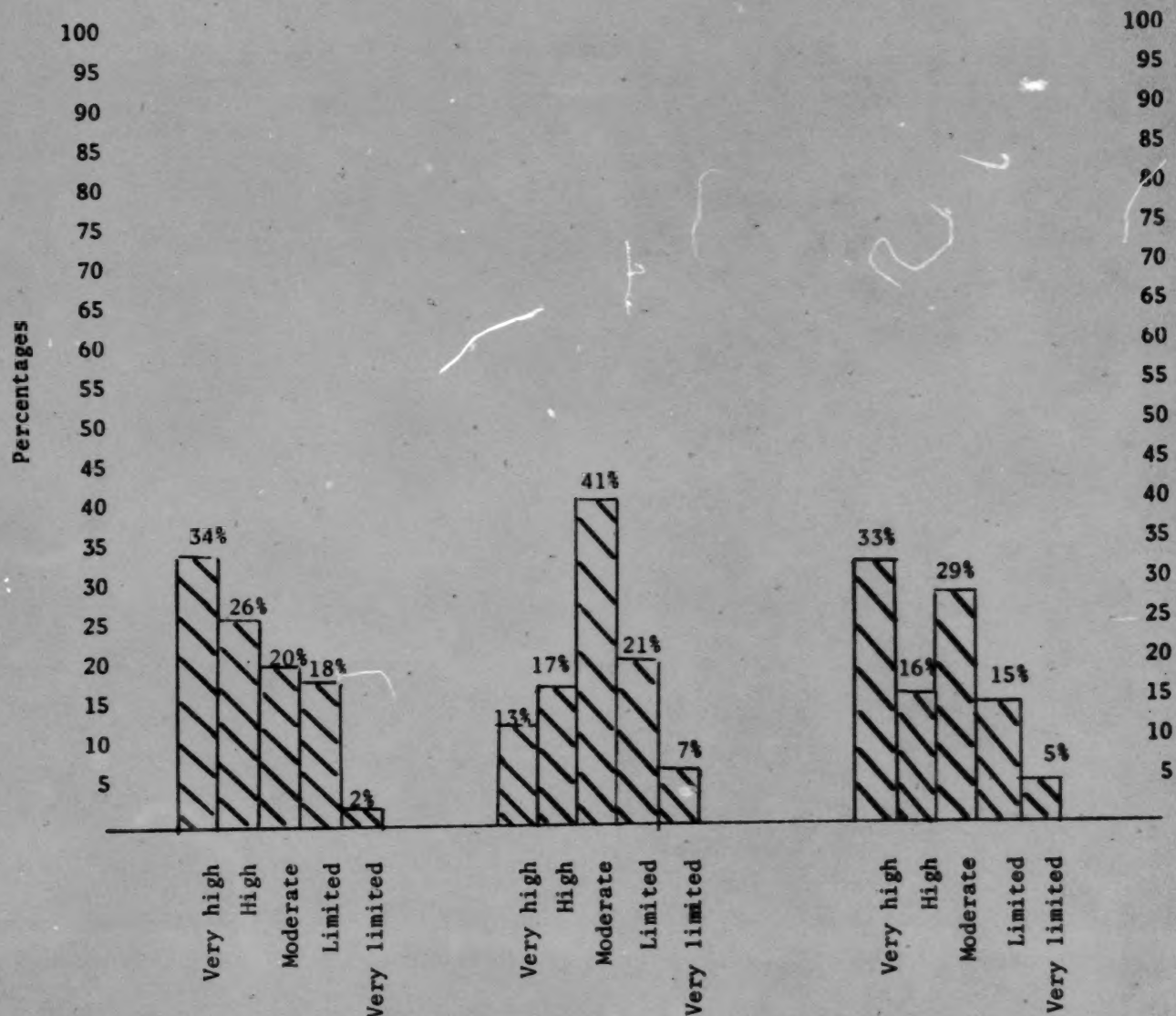
SUPERVISOR'S QUESTIONNAIRE

Figure III

7. Demonstrate the need for more training and experience in caring for critical-care patients.

8. Demonstrate need for more extensive nursing education prior to completion of their nursing program.

9. Demonstrate the need for more clinical experience before graduation.



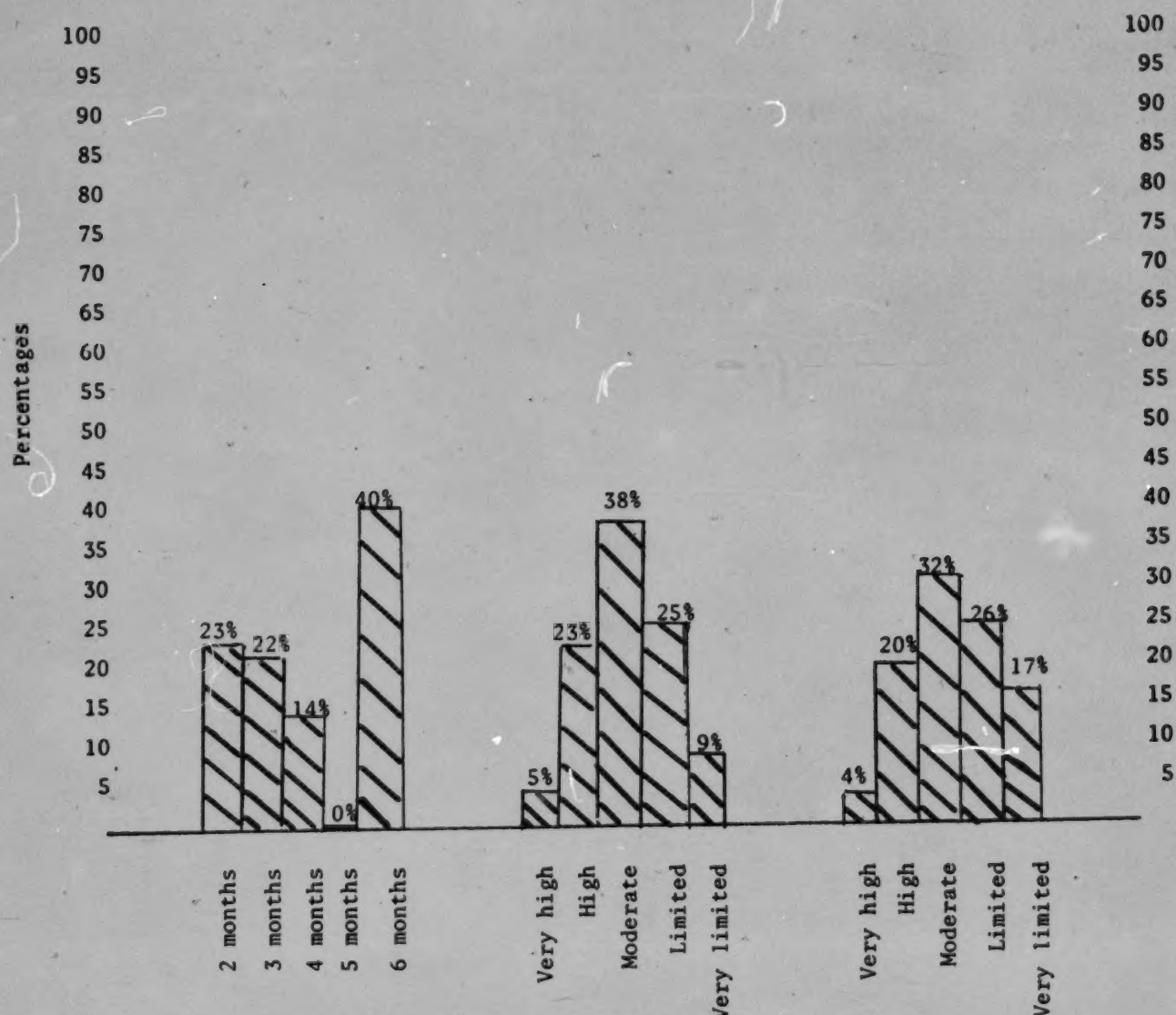
SUPERVISOR'S QUESTIONNAIRE

Figure IV

10. If more clinical experience is needed, please indicate the additional amount you recommend.

11. Demonstrate basic skills above the norm of graduates from the two-year nursing education colleges and institutes.

12. Demonstrate basic skills and performs at a level comparable to graduates of four-year nursing programs.



SECTION V

Assessments by Nursing Instructors

In order to obtain the faculty's opinions regarding the nature and quality of the nursing education program and their recommendations for improving the instructional program, a questionnaire (Exhibit 3) was administered to the entire professional nursing education staff.

Responses to Items 1 - 12 are reproduced in Figures I and II. The results are summarized in the following narrative.

Analysis

General consensus among staff members is reflected in a number of areas. Since the number of respondents is small, the mid-range of responses (moderate degree) is reported.

(1) The staff is in essential agreement that the technical aspects of nursing skills are demonstrated by our students to a moderate degree (88%).

(2) A smaller percentage (50%) indicated that our students demonstrated resourcefulness to a moderate degree in solving problems in the ward.

(3) An equal number (50%) indicated that students understand patients' rights and needs.

(4) A larger number (63%) felt that students demonstrate an ability to effectively satisfy patients' needs and rights.

(5) Legal aspects of nursing are demonstrated to a moderate degree, according to 63% of the staff.

(6) There appears to be general agreement among the staff that students demonstrate ability to work cooperatively with other staff members to a moderate degree (13%) while 63% indicated high degree of ability of students to work cooperatively with others.

(7) The staff is in general agreement that students need more training and experience in caring for critical care patients. Only 13% indicated a moderate degree of need for more training. Seventy-five percent feel there is a greater than high degree of need.

(8) The need for more extensive nursing education before graduation was indicated by 50% of the faculty with 25% feeling that the need was at a high degree.

(9) The staff (50%) also recommended more clinical experience before graduation.

(10) Thirty-eight percent of the faculty recommended a six-month period of clinical experience. All others recommended a two or three-month period of clinical experience. Consensus is, therefore, evident that more time is needed for clinical experience before graduation.

(11) There was a high degree of confidence (72%) regarding the comparison of the Rio Hondo College graduates with others from two-year nursing education colleges. Fourteen percent indicated a moderate degree of confidence.

(12) Twenty-five percent of the staff feels that our ADN graduates compare favorably with graduates of four-year programs to a moderate degree, while 25% feel they compare favorably in basic skills.

Responses to Item 13 of the questionnaire were obtained through an in-depth interview with each staff member. All staff nurses were asked to relate areas in which the skills and/or knowledge of the Rio Hondo nursing graduate could be improved for more effective performance in nursing. This open-ended question provided a number of interesting areas of congruence.

The following recommendations were unanimously given top priority by all instructors:

(1) It is essential that the Nursing Skills Center be improved.

a. Classified support personnel should be provided to assist professional staff members with the organization and preparation of instructional materials.

b. Staff members should be assigned tutorial responsibilities in the Nursing Skills Center.

c. Physical re-structuring of the Center should be given top priority. The Center should become an area exclusively for student tutorial teaching and independent learning activities.

d. Modular teaching units should be available for students to correlate with and supplement the classroom instructional program.

e. A system of student sign-in and out should be developed with provisions for follow-up of students' needs by instructors.

(2) An immediate re-organization of the curriculum should be initiated to provide a greater degree of continuity and integration of the instructional program on campus with the clinical experiences of students. A re-structuring of the instructional program was recommended by a substantial majority of the staff.

(3) The instructional program in pharmacology should be improved by lengthening the instructional period to provide for not only greater depth of instruction but also to provide students the opportunity to assess the effect of drugs on patients.

(4) Improvement of office facilities. The current arrangement precludes confidential conferences with students.

(5) More time should be provided for an intensive internship program for students. Generally, instructors favored this recommendation more emphatically than they indicated in their objective item responses above. Consensus reflected a 3 - 6 month period after graduation, although some felt a summer session between the first and second year would be a viable alternative. The large majority of the faculty also agreed that provisions should be made for:

(a) Increased faculty orientation for newly employed faculty members

(b) Continuous education programs to review recent research and developments in nursing education

(6) Clinical experiences for students for longer hours and on consecutive days, rather than interrupted days which tend to preclude close follow-up of patients.

(7) Re-assignment of faculty to areas of expertise.

The following areas were identified as focal points for continued faculty commitment to the resolution of pressing problems:

(1) Resolution of intra-staff personnel problems

(2) Consistency in grading practices

(3) Improvement of internal faculty communications

(4) Greater utilization of consultants and community resources

The following items were suggested by faculty members but were mentioned less frequently than the above items:

(1) Providing more time for instructor evaluation of students

(2) Greater emphasis on clinical objectives for students

(3) Orientation session for students prior to the first year

(4) Re-evaluation of text books used

(5) Greater involvement by faculty in assessing staff needs

(6) Continuous re-evaluation of instructional materials

(7) More emphasis on the relationship of the patients to the family - or other individuals or groups with whom they relate

(8) Helping patients deal with their health and emotional crises

(9) A systems approach rather than the classical human development or medical model should be adopted. Emphasis should be on the central and proximal aspects of the individual

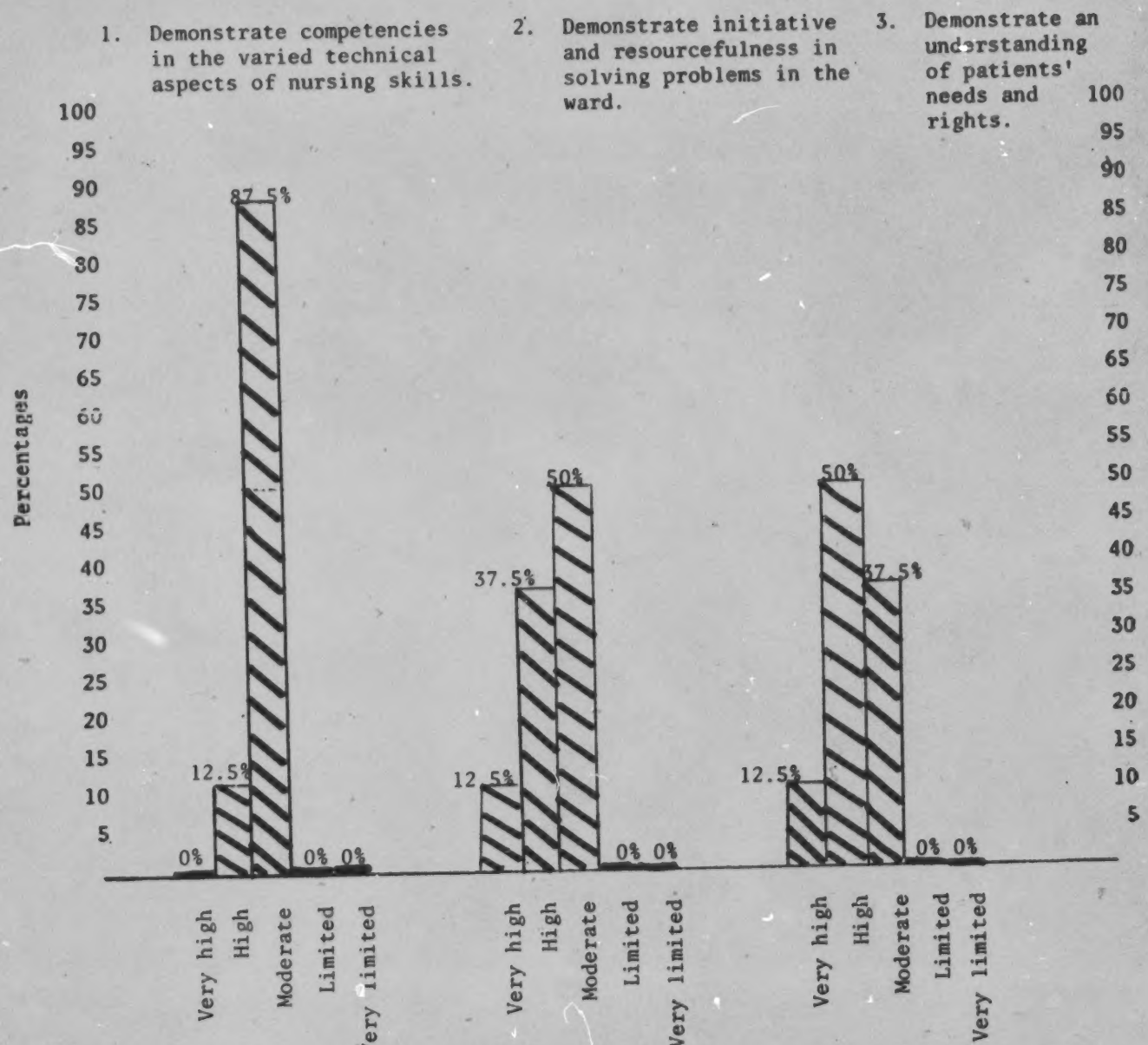
(10) The education and function of nurses should be expanded with the nurse providing follow-up on patients' total needs. This implies that nurses should be familiar with community resources and should make proper referrals for patients' continued health care

(11) Home care programs should be expanded

(12) All pre-nursing requirements should be taken by students before their professional nursing courses -- such as, micro-biology, anatomy, physiology, sociology, and psychology

INSTRUCTOR'S QUESTIONNAIRE

Figure I



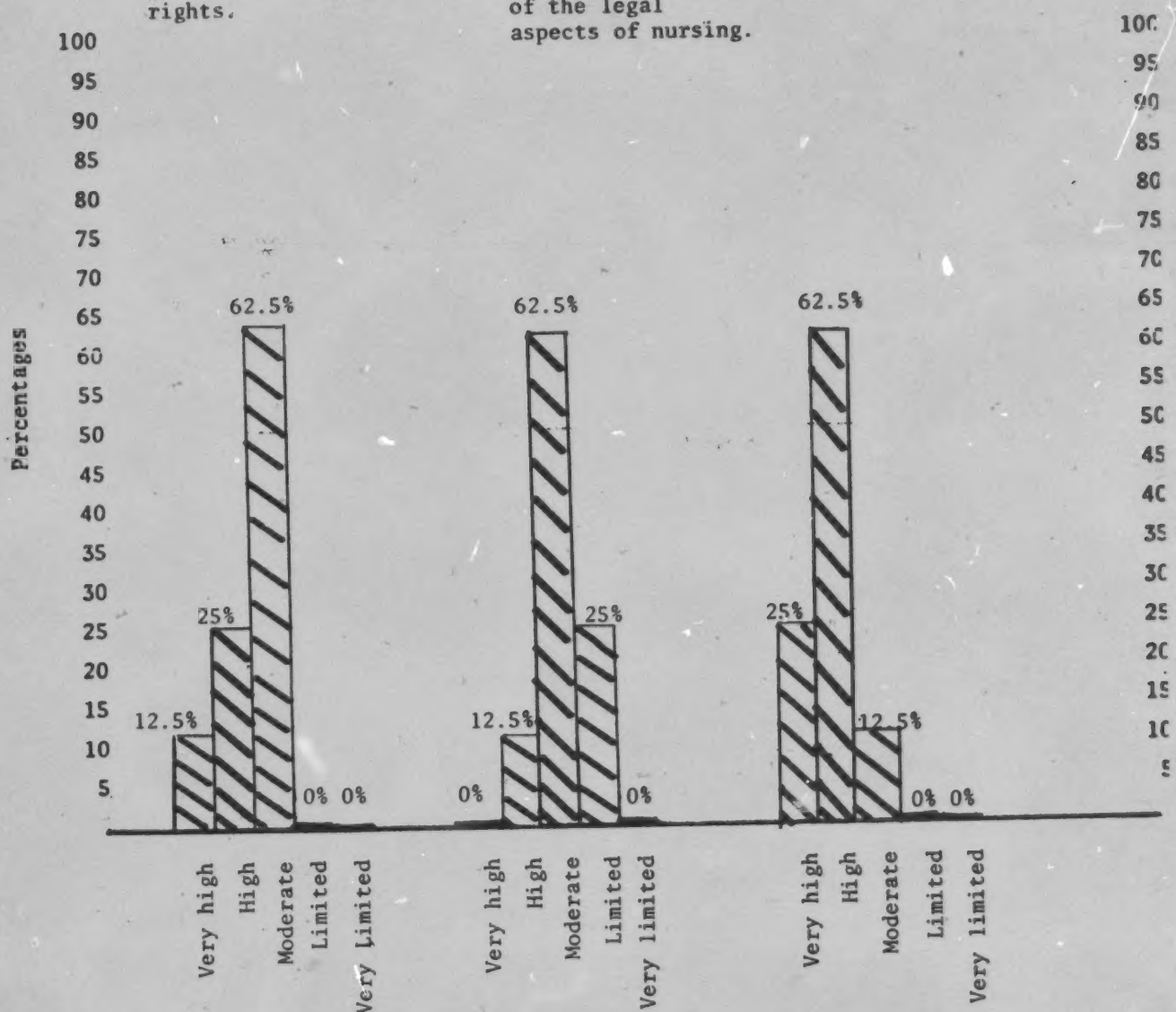
INSTRUCTOR'S QUESTIONNAIRE

Figure II

4. Demonstrate ability to effectively satisfy patients' needs and rights.

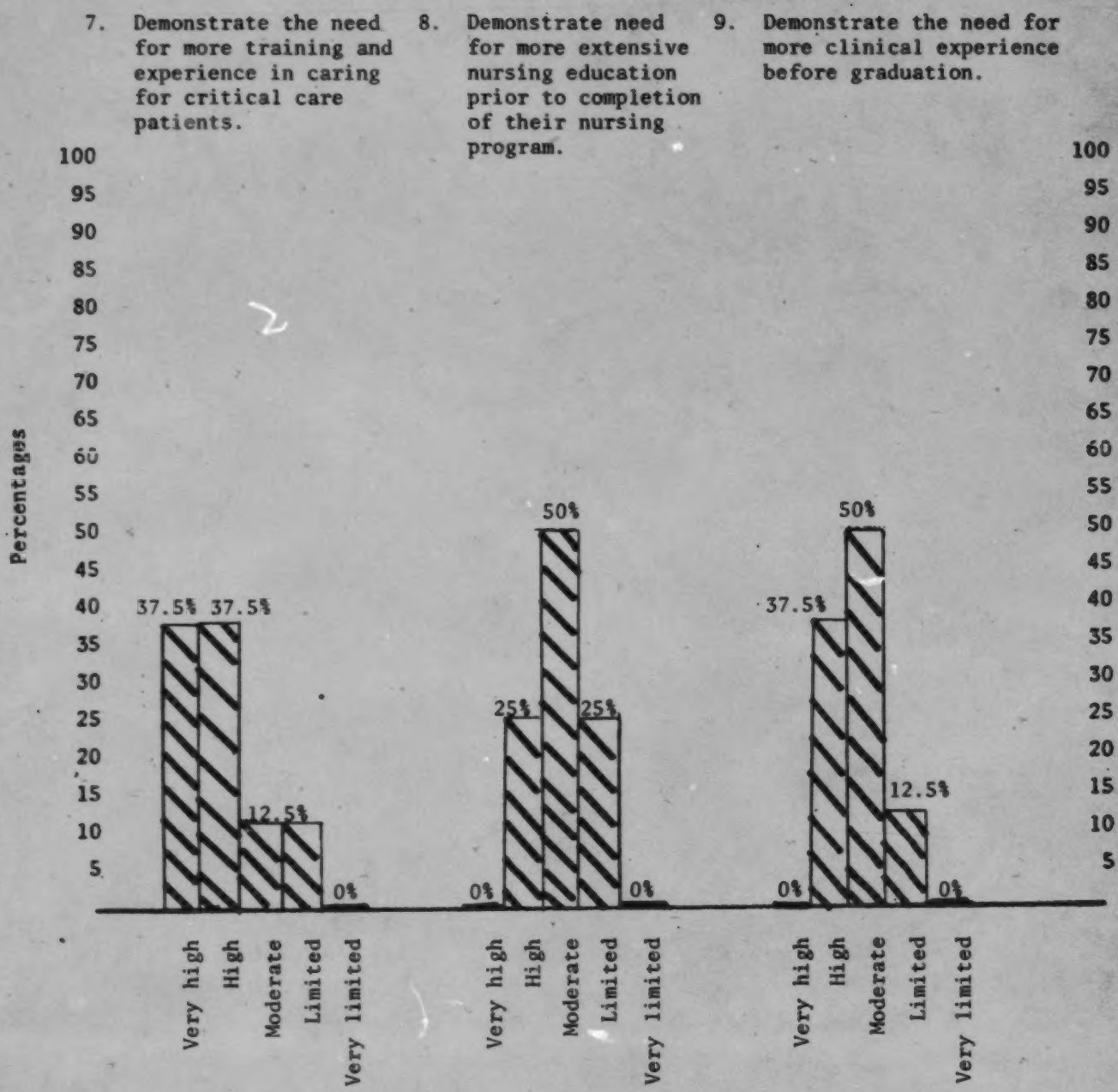
5. Demonstrate in their performance an understanding of the legal aspects of nursing.

6. Demonstrate ability to work cooperatively with other staff members.



INSTRUCTOR'S QUESTIONNAIRE

Figure III



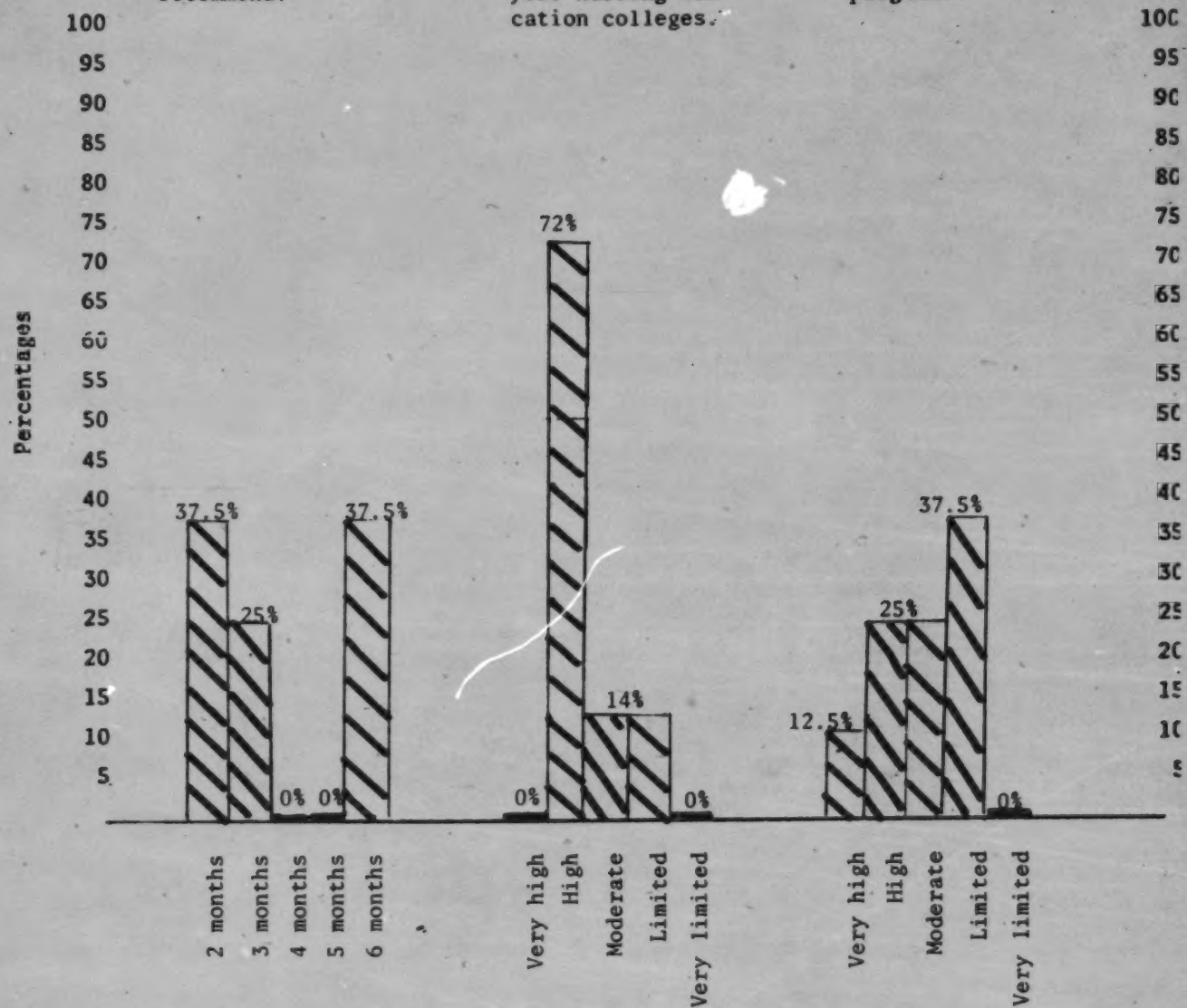
INSTRUCTOR'S QUESTIONNAIRE

Figure IV

10. If more clinical experience is needed, please inidicate the additional amount you recommend.

11. Demonstrate basic skills above the norm of graduates from other two-year nursing education colleges.

12. Demonstrate basic skills and performs at a level comparable to graduates of four-year nursing programs.



SECTION VI

Student Assessments

Fourth Semester ADN Students

Questionnaires were administered to fourth semester students (Exhibit 4) in order to assess their perceptions of the nursing education program. Responses were obtained from 63 of the 65 students (98%) enrolled in the fourth semester of the program.

Students' responses to Items 1 - 24; 28; 30 are reported in Figure I. Responses to open-end questions are tabulated below. Questions 31 - 36 paralleling the Rose Laub Coser research on alienation and anomie in the social structure were tabulated for possible future use by one of the nursing education staff members and the researcher and are not included in this report.

A. Strong features of the Rio Hondo College Nursing Program

Feature	Respondents
(1) Educational program and facilities	50
(2) Supportive faculty	34
(3) Clinical assignments	23

B. Features which should be strengthened

(1) Curriculum

Greater emphasis should be placed on the following:

(a) Increasing amount of clinical experiences	23
(b) Pharmacology	8
(c) Pediatrics	5
(d) Obstetrics	5
(e) Practical aspects of nursing	4
(f) Medical-Surgical	2
(g) Mental Health	1
(h) Social-Cultural	1

Feature (Continued)	Respondents (Continued)
(i) Diseases	1
(j) Nutrition	1

Five students suggested that less emphasis should be placed on the psychological-social aspects of nursing.

(2) Instruction

Greater degree of emphasis should be placed on the following:

(a) Coordination of instruction	25
(b) Improvement of lectures	21
(c) Improved staff inter-relationships	12
(d) Improvement of departmental leadership	9
(e) Improvement of tests	4

C. Continuing Education - Courses requested by students

Pediatrics	18
Cardiac	13
Surgery	10
Obstetrics	9
Pharmacology	9
Emergency	7
Mid-Wifery	6
Critical Care	5
Intensive Care	5
Psychology of Nursing	4
Psychiatric	4
Team Leading and Supervision	3
Sociology of Nursing	3
Gynecology	3
Nutrition	3
Community Nursing & Practitioner	3
Legal Aspects	3
Public Health	3

C. Continuing Education - Courses requested by students (Continued)

Medical-Surgical	2
E.K.G.	2
School Nursing	1
Metabolic Disorders	1
Paramedic	1
Science	1
Mental Health	1
General Nursing	1
Occupational Outlook for Nursing	1
Administration	1
New Procedures	1
Terminal Illness	1
Anatomy	1

D. Analysis of Student Responses to Selected Questionnaire Items

(1) Personal motivation was the principal influence in the selection of the Associate Degree Nursing program according to 88% of the students.

(2) An overwhelming number of students (92%) plan to obtain full-time employment as a nurse after graduation; a number of students (8%) plan to work part-time.

(3) For students in need of assistance, encouragement, or advice, 56% of the respondents stated that the nursing staff was supportive to very high degrees. Thirty-three percent perceived a moderate degree of support, and 11% indicated such support to limited or very limited degrees.

(4) Sixty-two percent of the students indicated that the course content in the nursing program will prepare them to a moderate degree for a beginning position in nursing, while 21% reported that such content would prepare them to a high degree; however, only 17% stated a limited or very limited degree of preparation as a result of the course content.

(5) Similarly, 58% of the students maintain that the clinical experiences would prepare them to a moderate degree for beginning nursing positions, while 20% perceived such experiences as professionally preparatory to very high or high degrees. Twenty-two percent felt that their clinical work would be helpful to limited or very limited degrees.

(6) The clinical nursing staff was supportive of students to very high degrees by 25% of the respondents, to a high degree by 52%, and to a moderate degree by 16%. Only 7% of the respondents felt that the clinical staff was supportive to a limited or very limited degree.

(7) Respondents were asked to reply either yes or no to each of thirteen possible future career objectives in the field of nursing.

(a) A moderate percentage of Rio Hondo College nursing students apparently plan to function in leadership-type positions in the field of nursing as evidenced by a 52% preference for a future role as a head nurse, 33% as a supervisor, and 10% as hospital administrator.

(b) Among the least chosen of future possible nursing careers were: school nurse (17%), industrial nurse (5%), school of nursing (13%), and mental health (33%).

(c) Future possible nursing careers chosen by approximately one-half of the nursing students were: public health nurse (45%), nurse practitioner (47%), medical-surgical operations (52%), pediatrics (45%), and obstetrics (45%). Forty-three percent of the respondents indicated doctor's office nursing as a potential career objective.

(8) A substantial majority of Rio Hondo College nursing students (72%) plan to continue their nursing education by enrolling in a program leading to a bachelor's degree. Only 9% plan to enroll in programs leading to specialization, certification, master's degrees, or other. Six percent plan no additional education or training beyond their current program.

(9) Only a very moderate proportion of nursing students (32%) responded affirmatively when asked whether the Rio Hondo College Associate Degree Nursing Department should offer advanced nursing courses. Three percent answered no, and 65% did not respond to this question.

(10) When querried about time/day preferences for such advanced courses, 12% indicated a preference for evenings, 3% for Saturdays, and 2% for weekdays. Seven percent desire that subject areas be held on campus and 3% off campus.

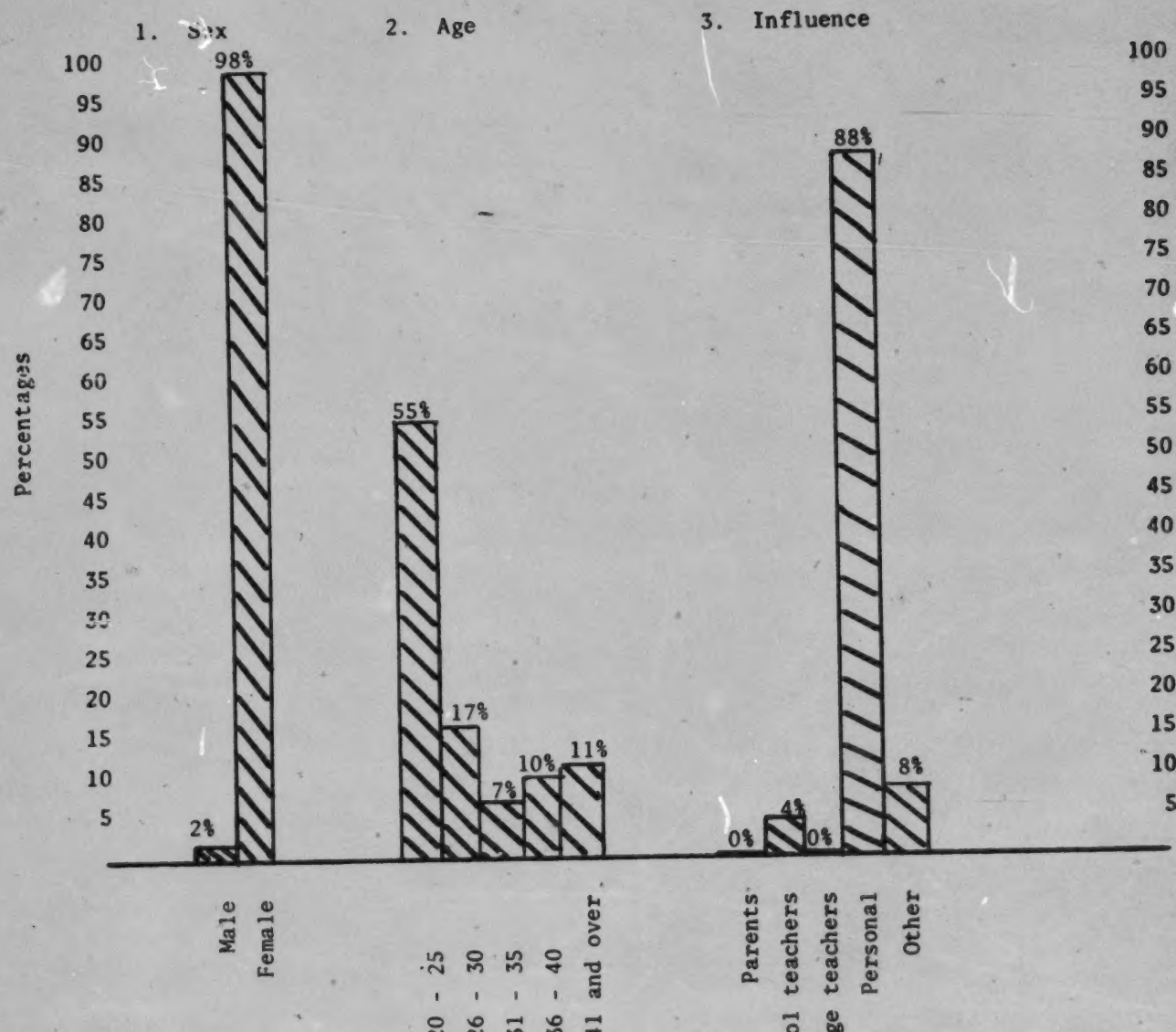
(11) When asked whether an interview would be desired with the Dean, Office of Continuing Education, to discuss the nursing program, only 18% responded affirmatively, and 79% responded non-affirmatively.

(12) Certain demographic data of interest are: 98% of the fourth-semester students responding to the questionnaire were female and only 2% male. Within the age parameters of ages 20-25 years, 55% of the students; 26-30 years, 17% of the students, and 31 years or older, 28% of the students.

STUDENT ASSESSMENT

FOURTH SEMESTER

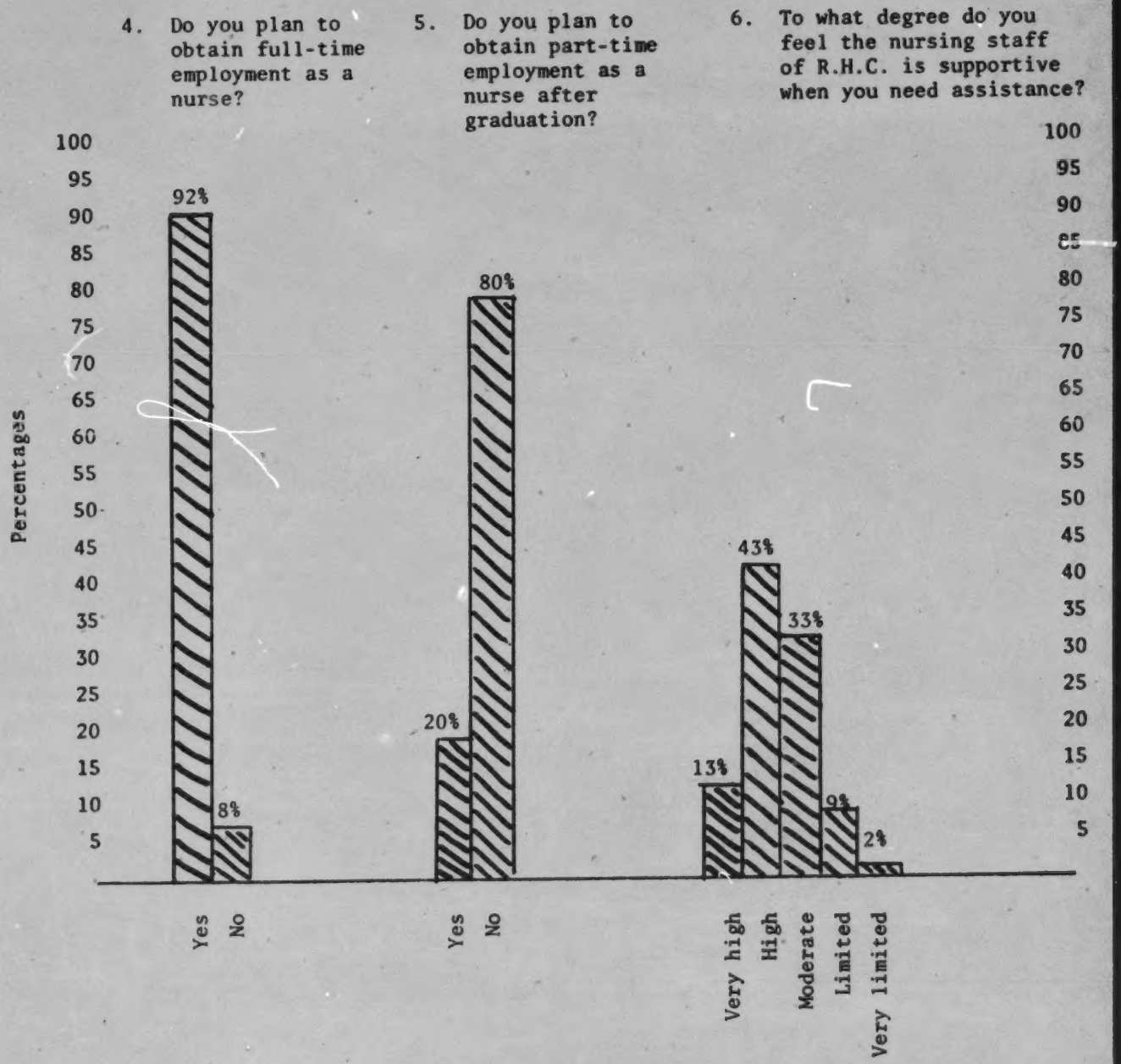
Figure I



STUDENT ASSESSMENT

FOURTH SEMESTER

Figure II



STUDENT ASSESSMENT

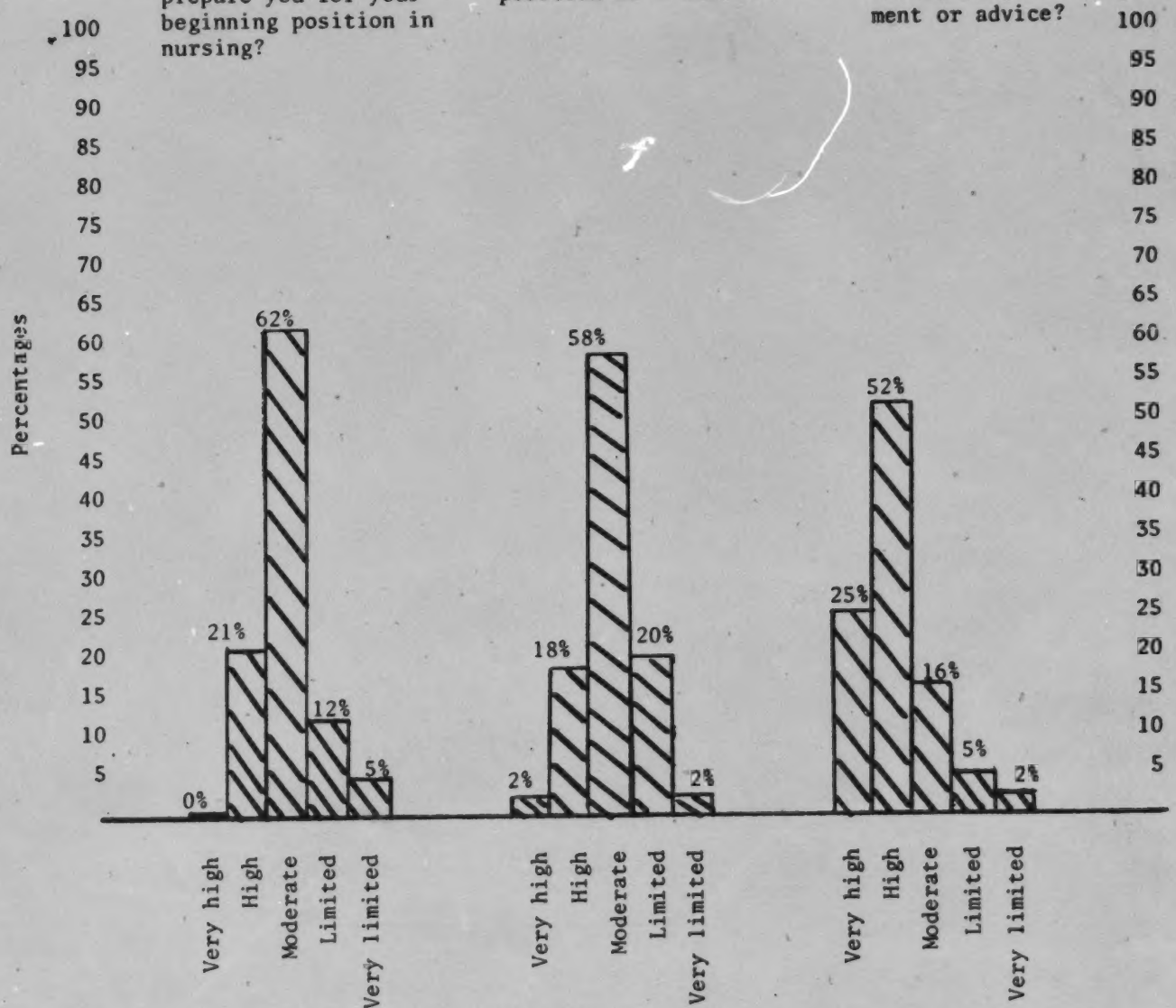
FOURTH SEMESTER

Figure III

7. To what degree do you feel the course content in the R.H.C. nursing program will prepare you for your beginning position in nursing?

8. To what degree do you feel your clinical experiences will prepare you for your beginning position as a nurse?

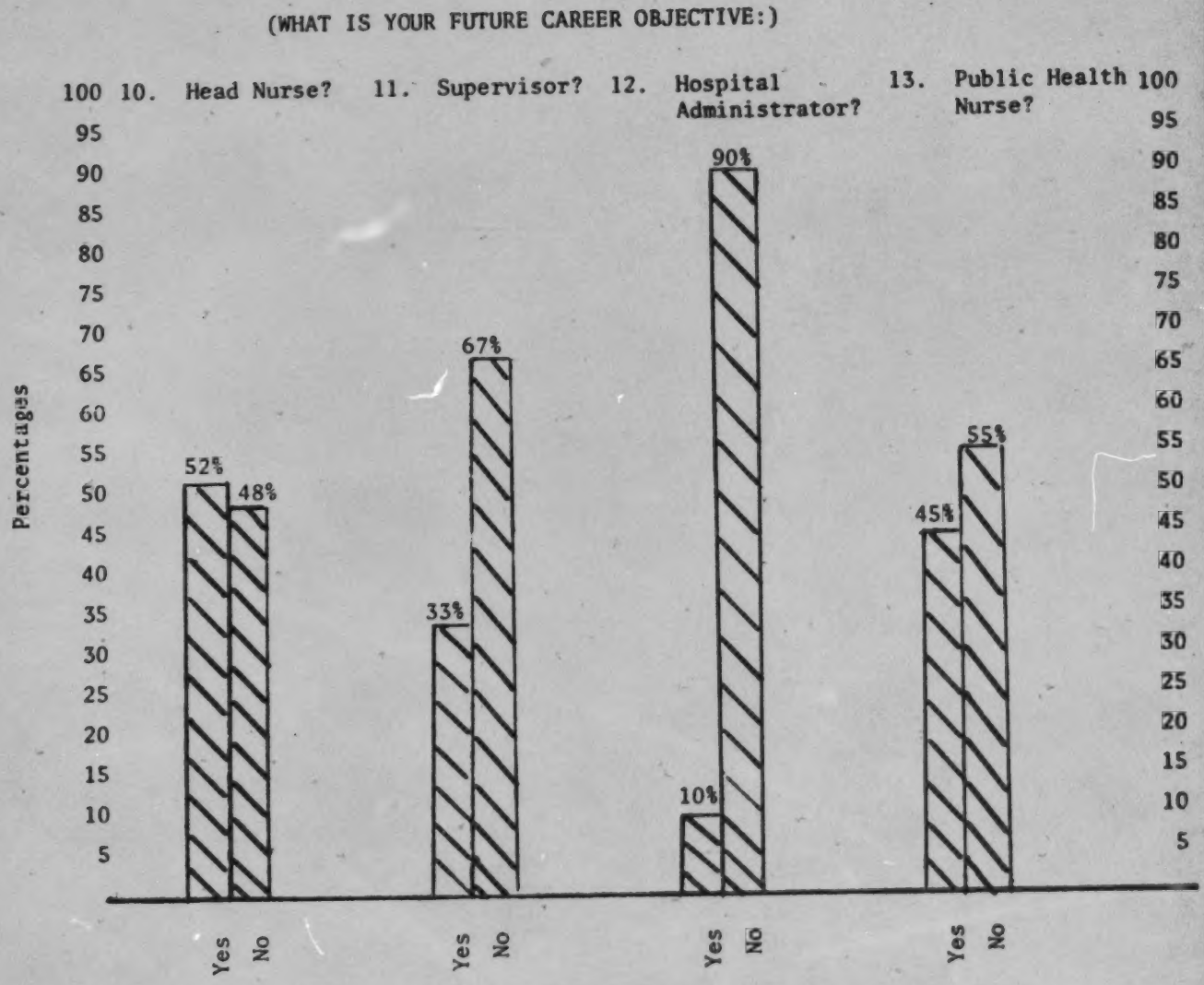
9. To what degree do you feel the clinical instructors are supportive when you need assistance, encouragement or advice?



STUDENT ASSESSMENT

FOURTH SEMESTER

Figure IV

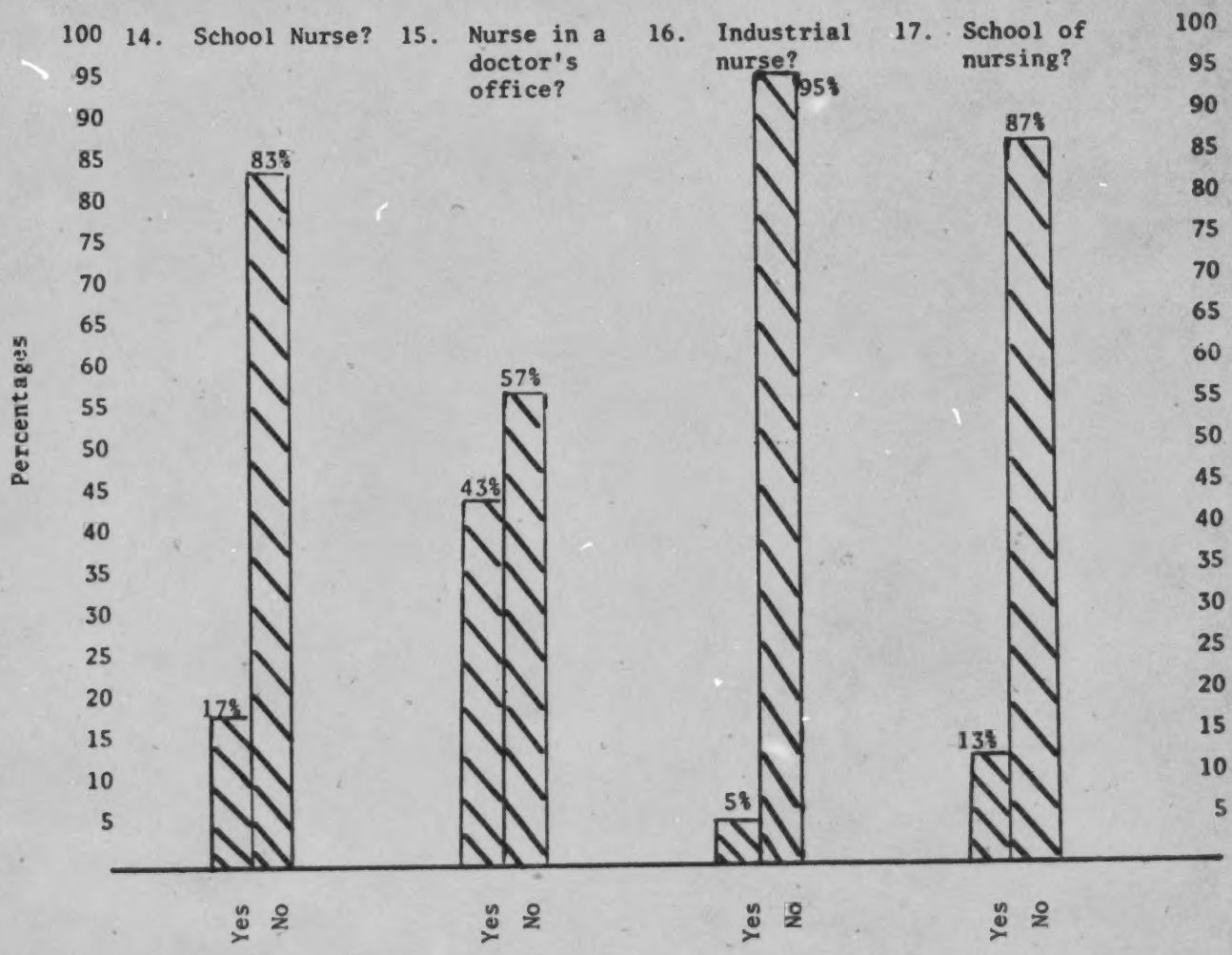


STUDENT ASSESSMENT

FOURTH SEMESTER

Figure V

(WHAT IS YOUR FUTURE CAREER OBJECTIVE:) Cont'd.

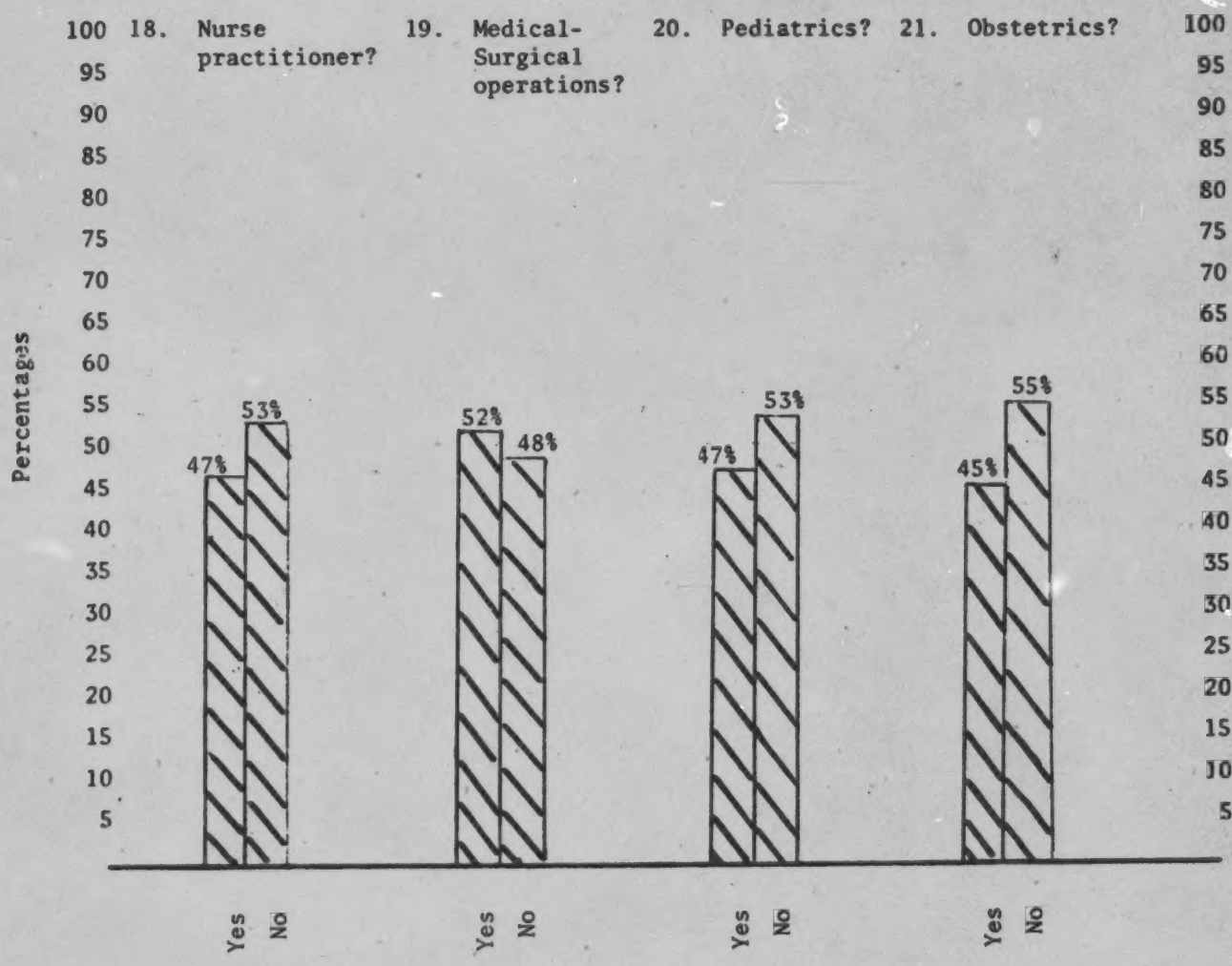


STUDENT ASSESSMENT

FOURTH SEMESTER

Figure VI

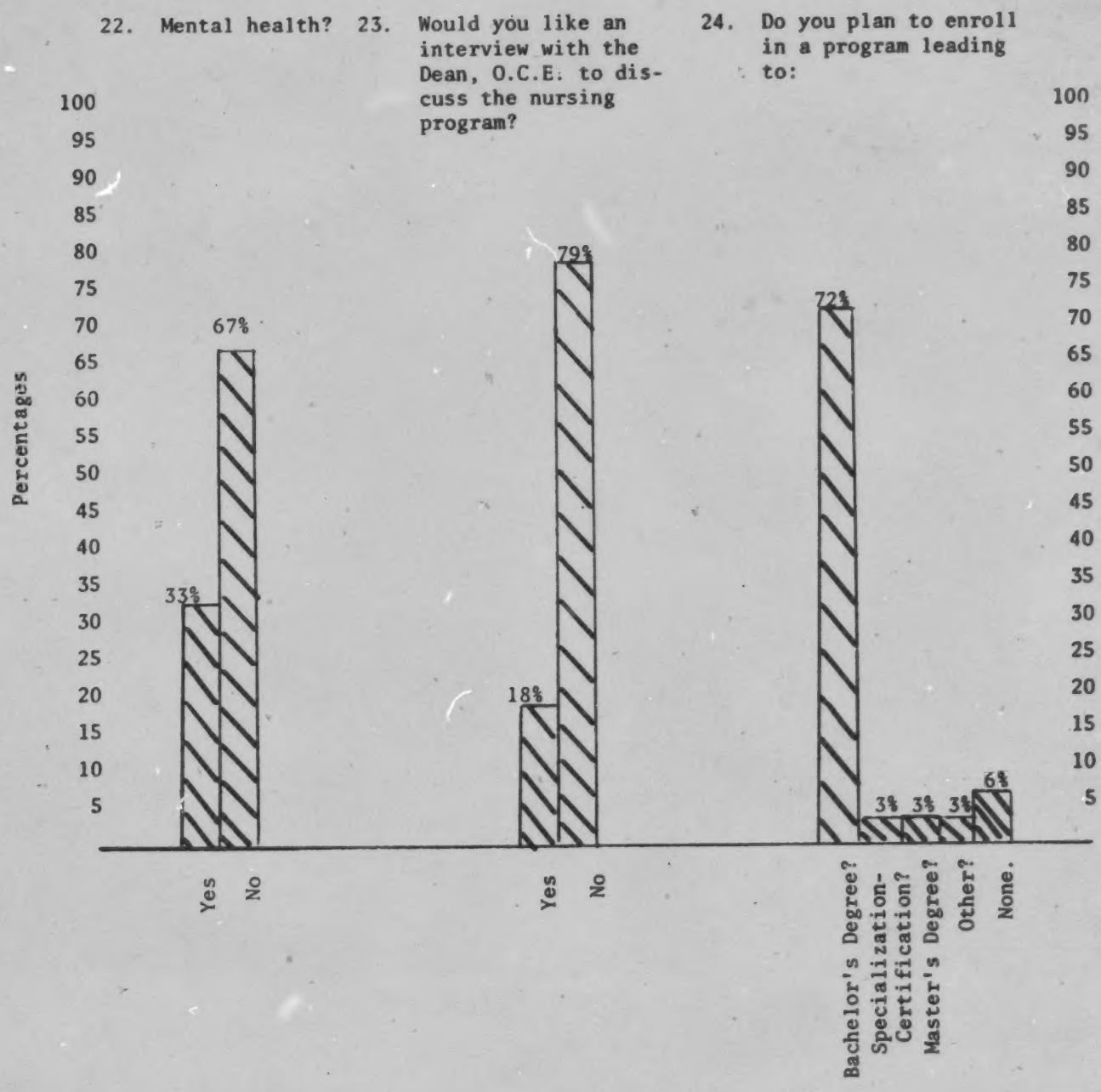
(WHAT IS YOUR FUTURE CAREER OBJECTIVE:) Cont'd.



STUDENT ASSESSMENT

FOURTH SEMESTER

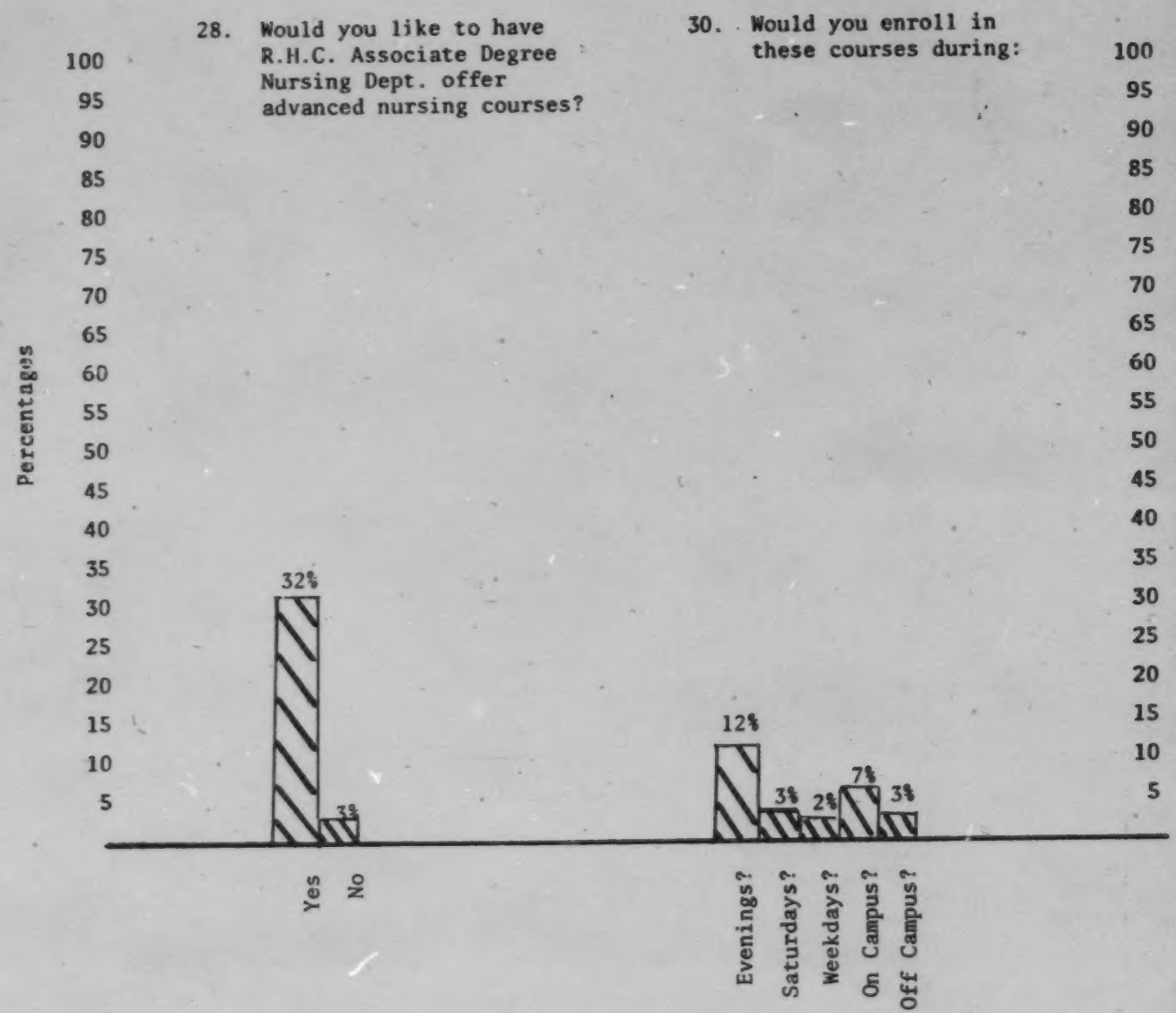
Figure VII



STUDENT ASSESSMENT

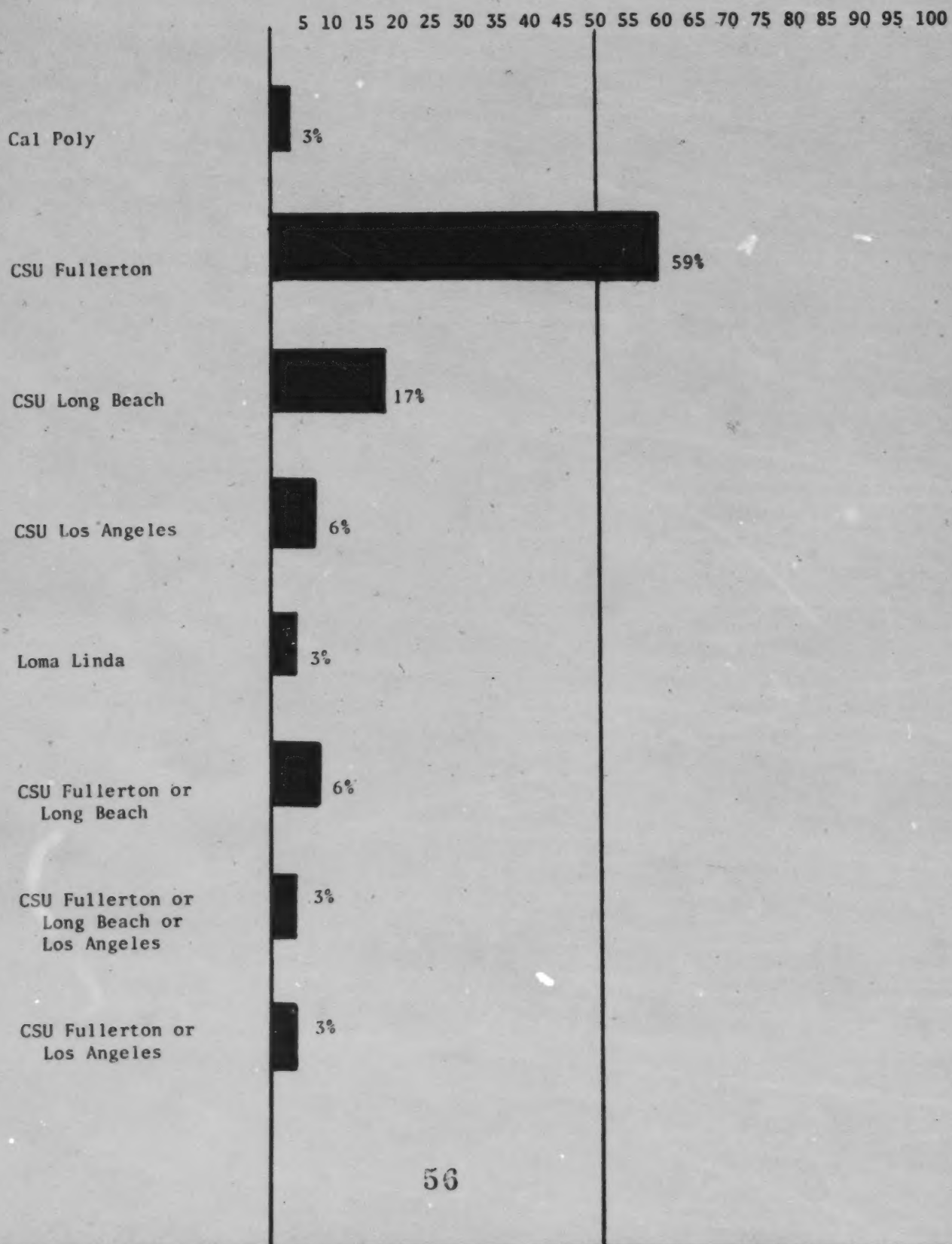
FOURTH SEMESTER

Figure VIII



CHOICE OF INSTITUTIONS BY SECOND YEAR STUDENTS

FIGURE IX



SECTION VII

Analysis of Nursing Skills Center

Instructional materials are currently housed in the Nursing Skills Center which is Room 204 of the Science Building.

Physical Facilities

The Nursing Skills Center is housed in a room 29' X 30' - adjacent to the Associate Degree Nursing Office which is 8' X 8'. Clear glass provides vision into the Nursing Skills Center and the L-shaped reception area.

A limited number of physical facilities are available in the Nursing Skills Center for instructional use. These are listed below:

(1) Arm-Training med/injectible-comp/w/case

(2) Bed-Hospital sgl/crank

(3) Cbnt-Bedside

(4) Desk-Model Thin Man 35"

(5) Susci-Anne complete

(6) Susci-Baby

(7) Wheelchair-AR5

Instructional Resources

The following film strips/cassettes are listed in the inventory:

(1)	Adult-Senior Adult	11	(15)	Management	5
(2)	Cardiovascular	9	(16)	Mental Health	1
(3)	Children	16	(17)	Microbiology	8
(4)	Curriculum	1	(18)	Musculoskeletal	14
(5)	Death and Dying	1	(19)	Neoplasms	6
(6)	Digestive	9	(20)	Neurology	8
(7)	Ecology	6	(21)	Obstetrics	4
(8)	Education	1	(22)	Pharmacology	10
(9)	Ethics	1	(23)	Psychiatric	15
(10)	Eye	1	(24)	Respiratory	8
(11)	Fluids and Electrolytes	15	(25)	Sensory	10
(12)	Genitourinary	10	(26)	Cancer	6
(13)	Hematology	1	(27)	Cardiovascular	3
(14)	Hospitalization	2	(28)	Respiratory	4

Many of these film strips/cassettes do not have a manual, thus limiting the effectiveness of the Nursing Skills Center audio-visual aids.

Personnel

On November 3, 1975, a technician was employed full time to provide instructional services for students in the LVN and ADN programs. The Center is open daily from 8:00 a.m. to 4:30 p.m. During the month of February only, the Center was staffed additionally half-time by the RN instructors on an alternating schedule.

Utilization

The technician reports that an average of two students in the ADN program utilize the Center daily. Approximately five students who are enrolled in the LVN program utilize the Center daily. The assignment of a faculty member during the month of February did not improve utilization of the Center by students.

Capitation Grants

The Rio Hondo College Accounting Department supplied the data below indicating the amount of money received by the Associate Degree Nursing Department under provisions of the Nurse Training Act of 1971 (P.L. 92-158). It will be noted that in each of three years the fully authorized amounts have not been expended. According to provisions in the law, unexpended funds may be carried over into the subsequent year only.

During the current year $16,525 has been spent out of the total balance forwarded from last year, $20,122. Presumably, this amount will be spent by June 30, 1976. The Associate Degree Nursing Department will, therefore, in effect have $30,084 to encumber for the subsequent year to enhance the instructional program.

	1972-73	1973-74	1974-75	1975-76
Authorized	$ 29,961	33,166	30,378	30,084
Balance Forwarded	-	20,780	26,875	20,122
Amount Spent	9,181	27,071	37,131	16,525
Balance	$ 20,780	26,875	20,122	33,681

Consultants' Report Concerning the Nursing Skills Center

The Rio Hondo College Board of Trustees authorized employment of Insgroup, Inc., Instructional Systems consultants, to plan for the development of the Nursing Skills Center. ("A Plan for Further Development of the Rio Hondo College Nursing Skills Center, 1974-76" - Appendix B)

A comprehensive study was conducted covering six major aspects of the Nursing Skills Center:

(1) Development of a facility to house the Center

(2) Assembling or purchasing of furniture, equipment and audio visual hardware

(3) Centralized storage of existing instructional material and the evaluation for purchase of commercially available material to supplement the existing collection

(4) Training Center personnel including the formalization of job descriptions for those who will staff the Center

(5) Establishing policy and procedures for Center operation

(6) Opening, managing, evaluating and refining of Center activities

The report was completed and presented in December, 1973 to the staff for implementation. A number of recommendations have been completed. However, major recommendations have not been implemented, providing, therefore, an opportunity for the new program director, program coordinator, and staff to implement the remaining proposals.

Observations

An examination of the utilization of the Nursing Skills Center and evaluation of instructional materials indicates that the Nursing Skills Center is currently wholly inadequate as a (tutorial) center for students, according to the instructional staff. Faculty meetings as well as student seminars, two days per week, are held in that facility thus, in effect, inhibiting utilization by students as a Skills Center.

Since visual materials which are in the Nursing Skills Center are not integrated in the instructional program, the Nursing Skills Center cannot and does not fulfill instructional, functional needs.

Furthermore, the absence of individual study carrells or similar independent study areas with appropriate equipment for viewing instructional aids and regularly scheduled staff tutorial assistance precludes effective use of the inadequate and limited resources and facilities which are available in the Nursing Skills Center.

SECTION VIII

Conclusions and Recommendations

Conclusions

Analysis of the various components of the Rio Hondo College nursing education program led to the following conclusions and recommendations:

A. Rio Hondo College Graduates

(1) Nursing graduates surveyed are gainfully employed full-time (92%) with the balance (8%) working part-time by choice.

(2) The majority of nursing graduates earn between $10,000 and $12,000 per year with 17% earning between $12,000 and $14,000.

(3) Job satisfaction of nursing graduates appears to be at a high level - 81% indicated they are not interested in a different position.

(4) The great majority (81%) indicated that the nursing staff at Rio Hondo College is helpful to moderate, high, or very high degrees.

(5) Graduates (81%) stated that the instructional program was helpful in their job performance to moderate or higher degrees.

(6) Clinical experiences were very helpful to the graduates (83%) to moderate or higher degrees. Forty-three percent stated clinical experiences were helpful to high or very high degrees.

(7) A majority of the graduates (59%) reported that clinical instructors were helpful to high or very high degrees.

(8) Although a small number of graduates (17%) are interested in a program leading to a Bachelor's Degree, the majority of these individuals (57%) would like to have Rio Hondo College offer advanced nursing courses.

B. Performances - State Board Test Pool Examinations

The performance of the graduates on the State Board examinations indicates Rio Hondo College students have been well prepared professionally. Composite scores indicate that students were slightly below the California and/or national means in 13 instances during the years 1970-73. Similarly, they were above the California and/or national means in 27 instances during the same period of time when tested in the same five areas, and combining the California and national scores.

C. Hospital Personnel

After interviewing and administering questionnaires to selected hospital personnel, the following conclusions were reached:

(1) There appears to be a high congruence of opinion (76%) regarding the adequacy of the professional preparation of the Rio Hondo College nursing graduates. More than one-third (36%) of these individuals interviewed and surveyed indicated that our students perform at very high or high degree levels.

(2) A small percentage of personnel (24%) indicated that our graduates demonstrate initiative and resourcefulness at very high or high degrees. The majority (76%) felt that our students demonstrate these qualities to moderate or higher degrees.

(3) Rio Hondo College graduates demonstrate an understanding of patients' needs and rights to moderate or higher degrees according to 89% of the respondents. A similar number of respondents (88%) stated that students have the ability to meet patients' needs.

(4) Only 23% felt that Rio Hondo College graduates demonstrate an understanding of the legal aspects of nursing to very high or high degrees.

(5) Respondents (64%) indicated graduates demonstrate the ability to work cooperatively with other staff members to very high or high degrees. A large number of respondents (70%) reported that graduates need special training in caring for critical care patients.

(6) The need for extensive nursing education prior to the completion of the program was recommended by 73% of the respondents.

(7) The need for more clinical experiences for graduates was reported by 78% of the individuals surveyed and interviewed. The predominant number of respondents (85%) recommended more clinical training (from two to six months) after graduation.

(8) The majority of respondents (66%) indicated that Rio Hondo College graduates demonstrate skills above the

norm relative to other two-year program graduates.

(9) A similar amount (66%) stated that Rio Hondo College graduates compare with graduates of four-year nursing programs to moderate and higher degrees.

D. Nursing Instructors

General consensus among staff members regarding recommendations is reflected in a number of areas:

(1) The staff (88%) reported that the technical aspects of nursing skills are demonstrated by Rio Hondo College graduates to moderate or higher degrees.

(2) There is general agreement that students need more training and experience in caring for critical care patients. Seventy-five percent feel there is a greater than high degree of need.

(3) The majority indicated a need for more extensive nursing education before graduation.

(4) The staff also recommended more clinical experience for students before graduation.

(5) The period of additional clinical experience recommended ranges from two to six months.

(6) The faculty generally indicated that students compare well with graduates from other two and four-year programs.

(7) Greater emphasis on pharmacology is recommended for all students.

E. Fourth Semester Students

(1) Among the features of the Rio Hondo College nursing education program rated "strong" by second-year students, the following items were given special recognition:

(a) Educational program and facilities (81% of the students)

(a) (continued)

Supportive faculty (55% of the students)

Clinical experiences (37% of the students)

(2) For students in need of assistance, encouragement, or advice, 56% of the respondents stated that the nursing staff was supportive to very high or high degrees. Thirty-three percent perceived a moderate degree of support and 11% indicated such support to limited or very limited degrees.

(3) Sixty-two percent of the students indicated that the course content in the nursing program will prepare them to a moderate degree for a beginning position in nursing, while 21% reported that such content would prepare them to a high degree. However, only 17% stated a limited or very limited degree of preparation as a result of the course content.

(4) Similarly, 58% of the students maintain that the clinical experiences would prepare them to a moderate degree for a beginning nursing position, while 20% perceived such experiences as preparatory to high or very high degrees. Twenty-two percent felt that their clinical work would be helpful to limited or very limited degrees.

(5) The clinical nursing staff was supportive of students to very high degrees by 25% of the respondents, to a high degree by 52%, and to a moderate degree by 16%. Only 7% of the respondents felt that the clinical staff was supportive to a limited or very limited degree.

F. Nursing Skills Center

The current structure and function of the Nursing Skills Center is decidedly inadequate. Follow-up assignments of lectures are not made to the Nursing Skills Center by staff members who generally feel that the Center facilities and audio-visual software do not provide a base for articulation with classroom instructional programs. The absence of staff tutorial assistance, and lack of individual study carrells precludes effective utilization of the Center by students.

Recommendations

Recommendations for improvement of the Rio Hondo College nursing education program have been articulated by the various participants in the study. A summary of recommendations is presented by designated areas for ease of review, implementation, and follow-up by staff:

A. Instructional Program

(1) The instructional program of nursing education should focus on a systems approach rather than the classical human development or medical models.

(2) The nursing education program should be extended by a six week period in order to provide a greater range of clincial experiences.

(3) The Pharmacology program should be strengthened considerably.

(4) Students should receive additional professional preparation in the critical care aspects of nursing.

(5) An orientation program should be designed and implemented for all nursing students. A six week program prior to the initiation of their studies should be implemented for the Fall of 1976.

(6) Emphasis should be placed on charting procedures to provide a uniform instructional basis for all students.

(7) Additional emphasis in the instructional programs should be devoted to preparing students to more effectively function in intensive care units and operating rooms. Patient care plan instructions should be strengthened.

(8) Emphasis should be placed on articulating clincial instructor's educational program with students' clinical experiences by a system of preplanning.

(9) Short term credit programs should be offered in:

(a) Legal aspects of nursing
(b) Ethics of nursing

(10) More training in intravenous therapy should be provided.

(11) Clincial experiences for students should be extended for longer hours and on consecutive days.

(12) Pre-nursing course requirements should be taken by students before their professional courses.

The faculty might consider a change of name for the Associate Degree Nursing program, identifying it as the Professional Nursing Program. This emphasizes the function, rather than the type of degree offered. A number of community colleges have moved in this direction.

B. Nursing Skills Center

(1) Instructional modules should constitute the basic core of teaching-learning experiences which are artfully articulated with the classroom instructional program.

(2) Recommendations of the consultants (Insgroup) should be reviewed by the total staff and implemented prior to the start of the 1976 Fall session. Although a technician and a clerk typist have been employed, the principal matters of selection and purchase of hardware and software have not been resolved.

(3) The "Nursing Skills Center Procedure Manual" written March 1975 by a former staff member should be reviewed, adopted, and implemented by the staff. (Report available in the Office of Continuing Education)

(4) The entire staff should be given the opportunity to visit a modern skills center(s) in order to study the structure and function of an effective facility which might serve as a model for the development of the Rio Hondo College Nursing Skill Center.

(5) Upon the recommendations of the department head, the Vice President, Academic Affairs, should appoint a Nursing Skills Center Operations Committee which will assume responsibilities for the growth and development of the Center. ("Project Help" - available in the Office of Continuing Education)

C. Staffing Patterns

(1) Continuous assessment of staff talents should be an integral feature of the nursing education program. Assignments of faculty members, accordingly, should be consistent with their individual and unique abilities.

(2) Special in-service programs should be provided for faculty members.

(3) Nursing instructors should be assigned to the Nursing Skills Center as part of their teaching load in order to provide essential tutorial services for students.

The principal recommendation concerns development of a "sense of community and mission" among the instructional staff. With the appointment of the incumbent department head the prognosis for definition of purposes, program direction, and development of staff cohesion is decidedly positive.

Appendix A

Exhibit 1	Nursing Graduates' Questionnaire
Exhibit 2	Supervisors' Questionnaire
Exhibit 3	Instructors' Questionnaire
Exhibit 4	Fourth-Semester Students' Questionnaire

GRADUATE NURSES STUDY

Office of Continuing Education
in cooperation with
Associate Degree Nursing Department

FALL 1975

In the column below please select the appropriate response and indicate your answer by filling in the correct letter on the answer sheet.

(1) Sex

a. Male b. Female

(2) Age

a. 20 - 25
b. 26 - 30
c. 31 - 35
d. 36 - 40
e. 41 and over

(3) What influenced you to go into nursing?

a. parental influence
b. high school teachers or counselors
c. college teachers or counselors
d. personal motivation
e. other

(4) Your nursing program at Rio Hondo College was completed in:

a. 1975
b. 1974
c. 1973

(5) Have you obtained full-time employment as a nurse since graduation?

a. Yes b. No

(6) Have you obtained part-time employment as a nurse since graduation?

a. Yes b. No

(7) If you are employed part-time as a nurse, designate the percentage of time you are working:

a. 0 - 20 per cent
b. 21 - 40 per cent
c. 41 - 60 per cent
d. 61 - 80 per cent
e. 81 - 99 per cent

(8) If you are employed part time as a nurse, would you prefer to be working full time in nursing?

a. Yes b. No

(9) If you are employed as a nurse, how did you obtain your beginning position?

a. Referral by Rio Hondo College faculty member
b. Referral by member of the teaching hospital staff
c. Private employment service
d. Public employment service
e. Other

(10) If you are not employed as a nurse, have you decided not to seek a nursing position by choice? (e.g. - family obligations or other reasons)

a. Yes. b. No

(11) If you are employed as a nurse, what is your annual salary?

a. $6,000 - $8,000
b. $8,001 - $10,000
c. $10,001 - $12,000
d. $12,001 - $14,000
e. $14,001 and above

(12) Are you employed as a nurse in Los Angeles County?

a. Yes b. No

(13) If above answer is yes, indicate where.

a. Whittier
b. Santa Fe Springs
c. Pico Rivera
d. El Monte
e. Elsewhere

(14) In what size city are you working?

a. 0 - 20,000
b. 20,001 - 50,000
c. 50,001 - 100,000
d. 100,001 - 500,000
e. greater than 500,000

(15) Are you interested in a different position -- one not related to the nursing or health field?

a. Yes b. No c. Uncertain

(16) If above answer is yes, do you plan to return to nursing?

a. Yes b. No

(17) To what degree do you feel the nursing staff of Rio Hondo College was supportive when you needed assistance, encouragement, or advice?

a. Very high degree
b. High degree
c. Moderate degree
d. Limited degree
e. Very limited degree

(18) To what degree do you feel the course content in the Rio Hondo College nursing program prepared you for your beginning position in nursing?

a. Very high degree
b. High degree
c. Moderate degree
d. Limited degree
e. Very limited degree

(19) To what degree do you feel your clinical experiences prepared you for your beginning position as a nurse?

a. Very high degree
b. High degree
c. Moderate degree
d. Limited degree
e. Very limited degree

(20) To what degree do you feel the clinical instructors were supportive when you needed assistance, encouragement, or advice?

a. Very high degree
b. High degree
c. Moderate degree
d. Limited degree
e. Very limited degree

What is your future career objective?

(21) Head Nurse? a. Yes b. No

(22) Supervisor? a. Yes b. No

(23) Hospital administrator? a. Yes b. No

(24) Public Health Nurse? a. Yes b. No

(25) School Nurse? a. Yes b. No

(26) Nurse in a doctor's office? a. Yes b. No

(27) Industrial Nurse? a. Yes b. No

(28) School of nursing? a. Yes b. No

(29) Nurse practitioner? a. Yes b. No

(30) Medical-Surgical operations? a. Yes b. No

(31) Pediatrics? a. Yes b. No

(32) Obstetrics (mid-wife)? a. Yes b. No

(33) Mental Health? a. Yes b. No

(34) Would you like an interview at a mutually convenient time with the Dean, Office of Continuing Education? a. Yes b. No

(35) If you are employed, in which area is your principal assignment?

a. Medical-Surgical
b. Obstetrics
c. Pediatrics
d. Psychiatric
e. Intensive Care - Coronary Care Unit

(36) Your primary responsibility can be described as:

a. Staff Nurse
b. Assistant Head Nurse
c. Head Nurse
d. Charge Nurse
e. Team Leader

(37) Are you now enrolled in any program leading to:

a. a Bachelor's Degree?
b. Certification - specialization?
c. a Master's Degree?
d. Other?
e. None?

(38) If above answer is yes, please specify the program and the institution.

_____ _____

(39) List strong features of the Rio Hondo College nursing education program.

1 _____

2 _____

3. _____

4. _____

(40) List the features of Rio Hondo College nursing education program which should be strengthened.

1. _____

2. _____

3 _____

4. _____

(41) Would you like to have Rio Hondo College, Associate Degree Nursing Department offer advanced nursing courses? a. Yes b. No

(42) If above answer is yes, please specify courses in which you would enroll.

1. _____
2. _____
3. _____
4. _____

(43) Would you enroll in these courses during -

a. evenings
b. Saturdays
c. week days
d. on campus
e. off campus

(44) How would you describe a ward when it is looking its best?

_____
_____
_____
_____

(45) What are the most important things needed in the ward?

_____
_____
_____
_____

(46) What do you like least about your work?

_____
_____
_____
_____

(47) What do you like best about your work?

_____

_____

_____

_____

(48) What is the most important thing you do on the job?

_____

_____

_____

_____

(49) List in order of importance six qualifications you most prefer in patients.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

October 20, 1975
/cf

RIO HONDO COLLEGE
Office of Continuing Education

Supervisor's Questionnaire

In each of the following questions indicate the degree to which the Rio Hondo College nursing students:

(1) Demonstrate competencies in the varied technical aspects of nursing skills:
a. Very high degree
b. High degree
c. Moderate degree
d. Limited degree
e. Very limited degree

(2) Demonstrate initiative and resourcefulness in solving problems in the ward:
a. Very high degree
b. High degree
c. Moderate degree
d. Limited degree
e. Very limited degree

(3) Demonstrate an understanding of patients' needs and rights:
a. Very high degree
b. High degree
c. Moderate degree
d. Limited degree
e. Very limited degree

(4) Demonstrate ability to effectively satisfy patients' needs and rights:
a. Very high degree
b. High degree
c. Moderate degree
d. Limited degree
e. Very limited degree

(5) Demonstrate in their performance an understanding of the legal aspects of nursing:
a. Very high degree
b. High degree
c. Moderate degree
d. Limited degree
e. Very limited degree

(6) Demonstrate ability to work cooperatively with other staff members:
a. Very high degree
b. High degree
c. Moderate degree
d. Limited degree
e. Very limited degree

(7) Demonstrate the need for more training and experience in caring for critical-care patients:
a. Very high degree
b. High degree
c. Moderate degree
d. Limited degree
e. Very limited degree

(8) Demonstrate need for more extensive nursing education prior to completion of their nursing program.

a. Very high degree
b. High degree
c. Moderate degree
d. Limited degree
e. Very limited degree

(9) Demonstrate the need for more clinical experience before graduation:

a. Very high degree
b. High degree
c. Moderate degree
d. Limited degree
e. Very limited degree

(10) If more clinical experience is needed, please indicate the additional amount you recommend:

a. 2 months
b. 3 months
c. 4 months
d. 5 months
e. 6 months

(11) Demonstrate basic skills above the norm of graduates from other two-year nursing education colleges and institutions:

a. Very high degree
b. High degree
c. Moderate degree
d. Limited degree
e. Very limited degree

(12) Demonstrate basic skills and performs at a level comparable to graduates of four-year nursing programs:

a. Very high degree
b. High degree
c. Moderate degree
d. Limited degree
e. Very limited degree

(13) Please list any nursing or related areas in which you believe the skills and/or knowledge of the Rio Hondo College nursing graduate could be improved for more effective performance in nursing:

_____

_____

_____

_____

October 24, 1975
/cf

RIO HONDO COLLEGE
Office of Continuing Education

Instructor's Questionnaire

In each of the following questions indicate the degree to which the Rio Hondo College nursing students:

(1) Demonstrate competencies in the varied technical aspects of nursing skills:

a. Very high degree
b. High degree
c. Moderate degree
d. Limited degree
e. Very limited degree

(2) Demonstrate initiative and resourcefulness in solving problems in the ward:

a. Very high degree
b. High degree
c. Moderate degree
d. Limited degree
e. Very limited degree

(3) Demonstrate an understanding of patients' needs and rights:

a. Very high degree
b. High degree
c. Moderate degree
d. Limited degree
e. Very limited degree

(4) Demonstrate ability to effectively satisfy patients' needs and rights:

a. Very high degree
b. High degree
c. Moderate degree
d. Limited degree
e. Very limited degree

(5) Demonstrate in their performance an understanding of the legal aspects of nursing:

a. Very high degree
b. High degree
c. Moderate degree
d. Limited degree
e. Very limited degree

(6) Demonstrate ability to work cooperatively with other staff members:

a. Very high degree
b. High degree
c. Moderate degree
d. Limited degree
e. Very limited degree

(7) Demonstrate the need for more training and experience in caring for critical-care patients:

a. Very high degree
b. High degree
c. Moderate degree
d. Limited degree
e. Very limited degree

(8) Demonstrate need for more extensive nursing education prior to completion of their nursing program.

a. Very high degree
b. High degree
c. Moderate degree
d. Limited degree
e. Very limited degree

(9) Demonstrate the need for more clinical experience before graduation:

a. Very high degree
b. High degree
c. Moderate degree
d. Limited degree
e. Very limited degree

(10) If more clinical experience is needed, please indicate the additional amount you recommend:

a. 2 months
b. 3 months
c. 4 months
d. 5 months
e. 6 months

(11) Demonstrate basic skills above the norm of graduates from other two-year nursing education colleges and institutions:

a. Very high degree
b. High degree
c. Moderate degree
d. Limited degree
e. Very limited degree

(12) Demonstrate basic skills and performs at a level comparable to graduates of four-year nursing programs:

a. Very high degree
b. High degree
c. Moderate degree
d. Limited degree
e. Very limited degree

(13) Please list any nursing or related areas in which you believe the skills and/or knowledge of the Rio Hondo College nursing graduate could be improved for more effective performance in nursing:

_____

_____

_____

_____

October 24, 1975
/cf

GRADUATE NURSES STUDY

Second-Year Students

Office of Continuing Education
in cooperation with
Associate Degree Nursing Department

FALL 1975

In the column below please select the appropriate response and indicate your answer by filling in the correct letter on the answer sheet.

(1)	Sex	a. Male b. Female
(2)	Age	a. 20 - 25 b. 26 - 30 c. 31 - 35 d. 36 - 40 e. 41 and over
(3)	What influenced you to go into nursing?	a. parental influence b. high school teachers or counselors c. college teachers or counselors d. personal motivation e. other
(4)	Do you plan to obtain full-time employment as a nurse after graduation?	a. Yes b. No
(5)	Do you plan to obtain part-time employment as a nurse after graduation?	a. Yes b. No
(6)	To what degree do you feel the nursing staff of Rio Hondo College is supportive when you need assistance, encouragement, or advice?	a. Very high degree b. High degree c. Moderate degree d. Limited degree e. Very limited degree
(7)	To what degree do you feel the course content in the Rio Hondo College nursing program will prepare you for your beginning position in nursing?	a. Very high degree b. High degree c. Moderate degree d. Limited degree e. Very limited degree

(8) To what degree do you feel your clinical experiences will prepare you for your beginning position as a nurse?

a. Very high degree
b. High degree
c. Moderate degree
d. Limited degree
e. Very limited degree

(9) To what degree do you feel the clinical instructors are supportive when you need assistance, encouragement, or advice?

a. Very high degree
b. High degree
c. Moderate degree
d. Limited degree
e. Very limited degree

What is your future career objective:

(10) Head Nurse? a. Yes b. No

(11) Supervisor? a. Yes b. No

(12) Hospital administrator? a. Yes b. No

(13) Public Health Nurse? a. Yes b. No

(14) School nurse? a. Yes b. No

(15) Nurse in a doctor's office? a. Yes b. No

(16) Industrial nurse? a. Yes b. No

(17) School of nursing? a. Yes b. No

(18) Nurse practitioner? a. Yes b. No

(19) Medical-Surgical operations? a. Yes b. No

(20) Pediatrics? a. Yes b. No

(21) Obstetrics (mid-wife)? a. Yes b. No

(22) Mental Health? a. Yes b. No

(23) Would you like an interview at a mutually convenient time with the Dean, Office of Continuing Education, to discuss the nursing education program? a. Yes b. No

(24) Do you plan to enroll in a program leading to:

a. a Bachelor's Degree?
b. Certification - specialiation?
c. a Master's Degree?
d. Other?
e. None?

(25) If above answer is yes, please specify the program and the institution.

_____ _____

(26) List strong features of the Rio Hondo College nursing education program.

1. _____
2. _____
3. _____
4. _____

(27) List the features of Rio Hondo College nursing education program which should be strengthened.

1. _____
2. _____
3. _____
4. _____

(28) Would you like to have Rio Hondo College, Associate Degree Nursing Department offer advanced nursing courses? a. Yes b. No

(29) If above answer is yes, please specify courses in which you would enroll.

1. _____
2. _____
3. _____
4. _____

(30) Would you enroll in these courses during -

a. evenings?
b. Saturdays?
c. week days?
d. on campus?
e. off campus?

(31) How would you describe a ward when it is looking its best?

(32) What are the most important things needed in the ward?

(33) What do you like least about your work?

(34) What do you like best about your work?

(35) What is the most important thing you do on the job?

(76) List in order of importance six qualifications you most prefer in patients.

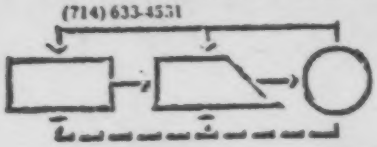
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

October 21, 1975
/cf

Appendix B

Technical Report, Instructional Systems Group

INSGROUP, INC. (INSTRUCTIONAL SYSTEMS GROUP)
ONE CITY BOULEVARD WEST, SUITE 935 • ORANGE, CA 92668
(714) 633-4531



Consulting on the design, development and evaluation of educational programs and products

TECHNICAL REPORT

A PLAN FOR THE FURTHER DEVELOPMENT OF THE RIO HONDO COLLEGE NURSING SKILLS CENTER, 1974-1976

Presented to:	The Dean of Occupational Education; The Directors of the ADN and LVN Programs; The Director of Instructional Resources; and The Project HELP Faculty Planning Committee
Contract:	Purchase Order #7374-2033, Account 291.24
File:	7212-56-213-LH, #1137
Release:	Not authorized, at the discretion of the client.
Date:	December, 1973
Project Team:	L. Harty, Manager G. Koopman B. Monroe

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Chapter I: Purpose and Scope of this Plan

One purpose of this plan is to bring together into a single document, references to prior decisions by the College leadership and Staff about a Nursing Skills Learning Center. In addition, recommendations of major decisions to be reached and actions to be taken in the coming two years are outlined.

To date, approximately 15 extensive documents have been developed about: the Nursing Program, reference materials and Project history. Without review of that documentation, it will be difficult to understand the recommended decisions and actions suggested herein.

The amount of detail in this plan is of necessity limited by the available funds to consideration of six major aspects of the Center's further development. These are:

1. development of a facility to house the Center
2. assembling or purchasing of furniture, equipment and audio visual hardware
3. centralized storage of existing instructional material and the evaluation for purchase of commercially available material to supplement the existing collection
4. training Center personnel including the formalization of job descriptions for those who will staff the Center
5. establishing policy and procedures for Center operation
6. opening, managing, evaluating and refining of Center activities

In the remaining sections of this report, some major assumptions underlying all subsequent decisions and actions are listed. Then the major actions to be taken are outlined with an approximate time schedule, prime responsibility and cost estimate. In the Appendix, a graphic time schedule is proposed and a suggested space allocation for the Center and its support activities is provided.

Chapter II: Assumptions

1. All decisions to be made and all actions to be taken in the further development of the Nursing Skills Center (NSC) will be consistent with:

   a. State law
   b. College Board of Trustees policy
   c. the policy document of the Bureau of Health, Manpower Education, Division of Nursing describing capitation grants for schools of nursing
   d. the Board of Trustees' action of August 2, 1972 in accepting the grant
   e. the report entitled Project HELP approved by the Planning Committee on November 20, 1973
   f. the requirements of the Western Association of Schools and Colleges for accredited community college programs
   g. the requirements of the Nursing Arts Review Board.

2. The activities by the students in the Nursing Skills Center will be a supplement to the existing instructional program described in College documents available from the Office of the Vice-president Academic Affairs, the Dean of Occupational Education and the ADN and LVN Program offices.

3. The Nursing Skills Center will be considered an integral part and an extension of the College Library, Learning Assistance Center and the Biology Skills Center. A well-rounded experience in Nursing Education will require students' independent and/or assigned use of at least the other three learning centers in addition to the Nursing Skills Center.

4. The Nursing skills to be taught and learned in the NSC will be those manipulative, bedside skills which are part of the everyday routines of nurses, those which must be drilled and practiced until they become second nature, and the student nurses' performance of them is reliable. While students are mastering the manipulative skills to be taught and learned in the NSC, they would receive clinical experience in cooperating medical facilities where they would deal with real patients in contrast to the simulated center bedside environment.

5. Barring unforeseen delays, the NSC will be fully operational on the first day of the Fall Term, 1974. Hours of operation will be no less than 2:00pm to 10:00pm, Monday through Friday, or earlier hours on Friday.

6. The basis for instruction in the NSC is the development of new skills, knowledge and attitudes through the "problem solving" approach.

7. The facility to be developed and the quantity of instructional materials and supervision available (utilizing the Federal Capitation Grant funds) will accommodate no more than 20% of all eligible students at any one time. With enrollment projections for '74-'75 of approximately 125 LVN students, 74 first year ADN students and 68 second year ADN students, 39 career ladder applicants. Assuming a student to instructor ratio of eleven to one, the NSC will be disigned to accommodate no more than 60 students at any one time (being critiqued, monitored, assisted and evaluated by no more than 10 staff). Eight of these staff would be ADN faculty, the Center Nurse Technician, and a clerical staff member to handle the instructional materials and student records. Using 40 square feet per student and 60 possible student locations in the center, approximately 2400 square feet will be required for full scale operation in Fall of 1974, including housing for the ten staff and storage.

8. This space will be split into two areas: a large open learning area (Room 204) with 3 to 4 demonstration beds, 25-30 study carrells, group seating for 20, a demonstration classroom area of 15 spaces and a reception/technician office location. In addition, a smaller area is required (Rooms 204A and 210B) in which quiet, private conversations can be carried on (between students and teachers, or students and counselors). This space would also serve as ADN instructor lecture and lesson preparation space and the ADN Director's Office. The ADN Program secretary might serve as back-up clerical support for the NSC.

9. Since the NSC is seen as an alternative learning strategy for those Nursing Program enrollees who are less successful in the standard instructional program, attention must be given to the attractiveness of the arrangement and decor of the spaces in the center. A sterile, classroom, institutional appearance should be avoided in favor of a comfortable, lounge, informal, flexible appearance.

10. If all the projected enrollees spend between 10 and 15% of their instructional time in the Center practicing manipulative skills, and if all the ADN staff utilized the three hours per week for student advisement, and remedial work and if the Center hours are limited to approximately seven per day, the space utilization should exceed 70%. This rate would not adversely affect the total college ratio.

11. The Nursing Programs will need to have a Directed Studies course number added to the schedule and organize the activities and schedule in the Center as a "Coordinated Instructional System," thus allowing the College to earn ADA on the credit hours completed. The resulting ADA would then offset the annual continuing cost to the district of operating the Center after the Capitation Grant Federal fund has been expended. Estimated annual costs for 1976-77 is $28,000 to $35,000.

Chapter III: Key Prior Decisions and Actions

A.	Submit proposal to NIH for July '72 operation of program (Type F, G, H)	May 1972
B.	Acceptance of Capitation Grant funds of $29,961. and approval of program outline by Board of Trustees	August 2, 1972
C.	Suggestions for refinement of program submitted by consultant firm, (INSGROUP, Inc.), at request of Director of Instructional Resources	December 13, 1972
D.	Director of ADN Program selected, authorized to implement Capitation Grant Program	July 12, 1973
E.	Proposal rewritten, re-submitted and approved to include second year of grant, (to be known as Project HELP), total funds available $53,166.	November 20, 1973
F.	Documentation of ADN and LVN programs, grant proposals and history of project analyzed by consultant firm for implications for further planning	December 12, 1973
G.	Review of consultant's draft plan by program leadership	December 28, 1973

ıter IV: Planned Decisions and Actions:

lajor ıctions:	TASKS:		Earliest/ Latest Date:	Primary Responsibility:	Range of Estimated Costs:
1.0 ;velop ;enter ıcility	1.1	Extend detail of draft floor plans for Rooms 204, 204A and 210B. See Appendix C.	15 Jan 74 30 Jan 74	D/ADNP	1-2 M/D
	1.2	Approve plans, authorize renovation, supervise remodelling, get Fire Marshall approval.	30 Jan 74. 15 Feb 74	NCG/PD	2-2.5 M/D
	1.3	Rebuild classrooms, install overhead rails, furniture, cabinets, windows, etc., rewire electricity as required etc., in approved floor plans	1 Feb 74 1 Mar 74	VP/ADM	$3000-$4000
	1.4	Locate furnishings and equipment (from Task 2.5) in center rooms, closets, cabinets, desks, bookshelves, etc.	1 June 74 1 Aug 74	NSCT	2-3 M/D
2.0 ırchase and/or ıstall ıishings quipment	2.1	Inventory all College furnishings and equipment available for use in NSC, e.g. carrells, cabinets, beds, projectors, desks, etc.	30 Dec 73 1 Feb 74	D/IR	1-2 M/D
	2.2	Locate in scale on floor plans	1 Feb 74 15 Feb 74	D/ADNP	2-3 M/D
	2.3	Specify needed furnishings and equipment to be purchased to complete floor plan	15 Feb.74 28 Feb 74	D/ADNP	3-5 M/D
	2.4	Approve and authorize purchases	20 Feb 74 5 Mar 74	NCG/PD	1-2 M/D

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end: Responsibilities

NCG/PD = Nursing Capitation Grant, Program Director=Dean, Occupational Education (currently W. Lorbeer)
D/ADNP = Director, Assoc. Degree Nursing Program=Director of ADP in Nursing, (currently L. Worthington)
VP/ADM = Vice President - Administrative Affairs (currently L. Grandy)
VP/ACA = Vice President - Academic Affairs (currently R. Becker)
D/IR = Director, Instructional Resources (currently L. East)
NSCT = Technician, Nursing Skills Center (position not staffed)

Major Functions:	TASKS:		Earliest/ Latest Date:	Primary Responsibility:	Range of Estimated Costs:
	2.5	Purchase, inventory, deliver authorized purchases (to Task 1.4)	25 Feb 74 30 Apr 74	VP/ADM	3-5 M/D $4000-$5000
	2.6	Arrange, schedule preventative and emergency maintenance	1 May 74 1 June 74	D/IR	1-2 M/D
3.0 Purchase and/or Produce Instructional Material	3.1	Inventory College-owned instructional resources available for storage and use in NSC	15 Dec 73 15 Jan 74	D/IR	3-5 M/D
	3.2	Analyze course and unit outlines in ADN and LVN programs for manipulative skills to be taught/practiced/critiqued/ evaluated in NSC	15 Dec 73 1 Feb 74	D/ADNP	4-6 M/D
	3.3	Match existing instructional resource material (3.1) to list of manipulative skills (3.2) and note priority areas of needed materials	25 Jan 74 15 Feb 74	D/ADNP	3-6 M/D
	3.4	Plan instruction material flow, storage, production , inventory procedures in light of utilization estimates See Appendix B.	25 Jan 74 15 Feb 74	D/ADNP	2-4 M/D
	3.5	Specify quantities of priority instructional material for first year of operation, (e.g. pre-post tests, A.V. materials, critique sheets, workbooks, etc.) (from 3.3)	15 Feb 74 15 Mar 74	D/ADNP	3-6 M/D
	3.6	Determine commercially available materials costs and recommend purchases	15 Mar 74 1 June 74	D/ADNP	4-7 M/D
	3.7	Approve purchases and utilization plans	1 Apr 74 10 June 74	NCG/PD	1-2 M/D
	3.8	Produce/deliver purchases	5 Apr 15 June 74	VP/ADM	3-4 M/D $9000-$12,000
	3.9	Index, assemble, store learning modules in quantities needed for operation in Fall Term '74	15 June 74 20 Aug 74	NSCT	6-8 M/D
					$16-21,000 + man/day co

Major Functions:	TASKS:	Earliest/ Latest Date:	Primary Responsibility:	Range of Estimated Costs:
4.0 Arrange Center Staffing	4.1 Specify roles and job descriptions for: "Instructional Media Technologist Consultant" (24 M/D) "Nursing Technician", (approx $10,000 per year, full time) See Appendix D "Nursing Education Consultant" (24 M/D) Clerk/Librarian, (approx $7,000 per year, full time) Faculty Advisors, (3 hours per week each) NSC Director, (20% of Dept. Chairman's load) Nursing Capitation Grant Program Director, (5% of Dean of Occupational Education's load) Evaluation Panel, (occasional visits) See Appendix A	15 Jan 74 15 Feb 74	D/ADNP	4-6 M/D
	4.2 Approve roles, job descriptions, selection criteria and staffing schedule	15 Feb 74 1 Mar 74	NCG/PD	1-2 M/D
	4.3 Advertise and interview candidates, nominate employees	15 Feb 74 1 Mar 74	A/ADNP	4-6 M/D
	4.4 Select employees	1 Mar 74 15 Mar 74	NCG/PD	.5-1 M/D
	4.5 Orient, brief newly employed consultants and staff, involve them in more detailed planning as required	1 Mar 74 1 July 74	D/ADNP	3-5 M/D
	4.6 Negotiate specialized job descriptions with all Faculty	1 Apr 74 1 June 74	D/ADNP	.5-1 M/D
	4.7 Supervise all personnel operations and manage by objectives	1 Sept 74 1 Mar 75	NCG/PD	4-6 M/D
	4.8 Conduct Staff meeting on an as needed basis to ensure personnel coordination	1 Sept 74 30 June 75	D/ADNP	8-12 M/D

Major Functions:	TASKS:	Earliest/ Latest Date:	Primary Responsibility:	Range of Estimated Costs:
5.0 Document Center Policy & Procedures	5.1 Authorize formation of External Advisory Evaluation Panel	15 Jan 74 15 Feb 74	NCG/PD	.5-1 M/D
	5.2 Brief, orient, host panel, elict reactions, suggestions, propose revisions in plans, procedures	1 Mar 74 1 June 74	D/IR	1-2 M/D
	5.3 Approve modification	10 Mar 74 10 June 74	NCG/PD	.5-1 M/D
	5.4 Visit at least two demonstration centers	1 Feb 74 1 Apr 74	D/ADNP	2-4 M/D
	5.5 Formalize policy and procedures in Manual for Center Operations (including descriptions from 4.2)	1 Apr 74 1 May 74	D/ADNP	2-3 M/D
	5.6 Approve policy and procedures or get higher level approvals	10 Apr 74 10 May 74	NCG/PD	.5-1 M/D
	5.7 Project long term transition costs from Federal to District funding, resubmit for addition capitation grant if appropriate	1 Apr 74 1 June 75	NCG/PD	2-3 M/D
	5.8 Review effectiveness of policy and procedures on regular schedule	1 Sept 74 1 June 75	NCG/PD	3-4 M/D
	5.9 Reconvene Panel for site visit to operational center, recommendation for revisions in Manual	1 Oct 74 1 Jan 75	D/IR	1-2 M/D
	5.10 Carry out scheduled administrative reviews (5.8)	1 July 75 30 June 76	NCG/PD	4-6 M/D
	5.11 Consider additional Center emphases and/or procedures	1 July 75 30 June 76	NCG/PD	2-3 M/D

jor tions:	TASKS:	Earliest/ Latest Date:	Primary Responsibility:	Range of Estimated Costs:
.0 rate nd dify nter gram	6.1 Select students to attend NSC, orient to Center use	1 Sept 74 1 Oct 74	D/ADNP	1-2 M/D
	6.2 Operate Center on approved schedule and by arranged hours	1 Oct 74 31 Dec 74	D/ADNP	24-36 M/D per month
	6.3 Review, analyze, note problem areas in student pre-post test scores on manipulative skills and recommendations from (5.2) Panel	1 Oct 74 31 Dec 74	NSGT	8-10 M/D
	6.4 Propose ways to modify program, instructional materials, center schedule or staffing to correct problem areas	1 Nov 74 1 Feb 75	D/ADNP	3-5 M/D
	6.5 Approve modifications	15 Nov 74 15 Feb 75	NCG/PD	1-2 M/D
	6.6 Repeat cycle of 6.2 - 6.5 on scheduled basis	1 Jan 75 On	Various	-------

Appendix A: Evaluation Panel Nominees

John Brugger, Education Specialist, Nursing Education Branch, Division of Nursing, Regional Office DHEW, San Francisco, CA

Jean Clawson, Consultant in Allied Health Programs, Chancellor's Office, California Community Colleges, Sacramento, CA

Lelia Cozart, Inservice Education Coordinator, Education Program, Memorial Hospital Medical Center, Long Beach, CA

Leon East, Director of Instructional Resources, Rio Hondo College, Whittier, CA

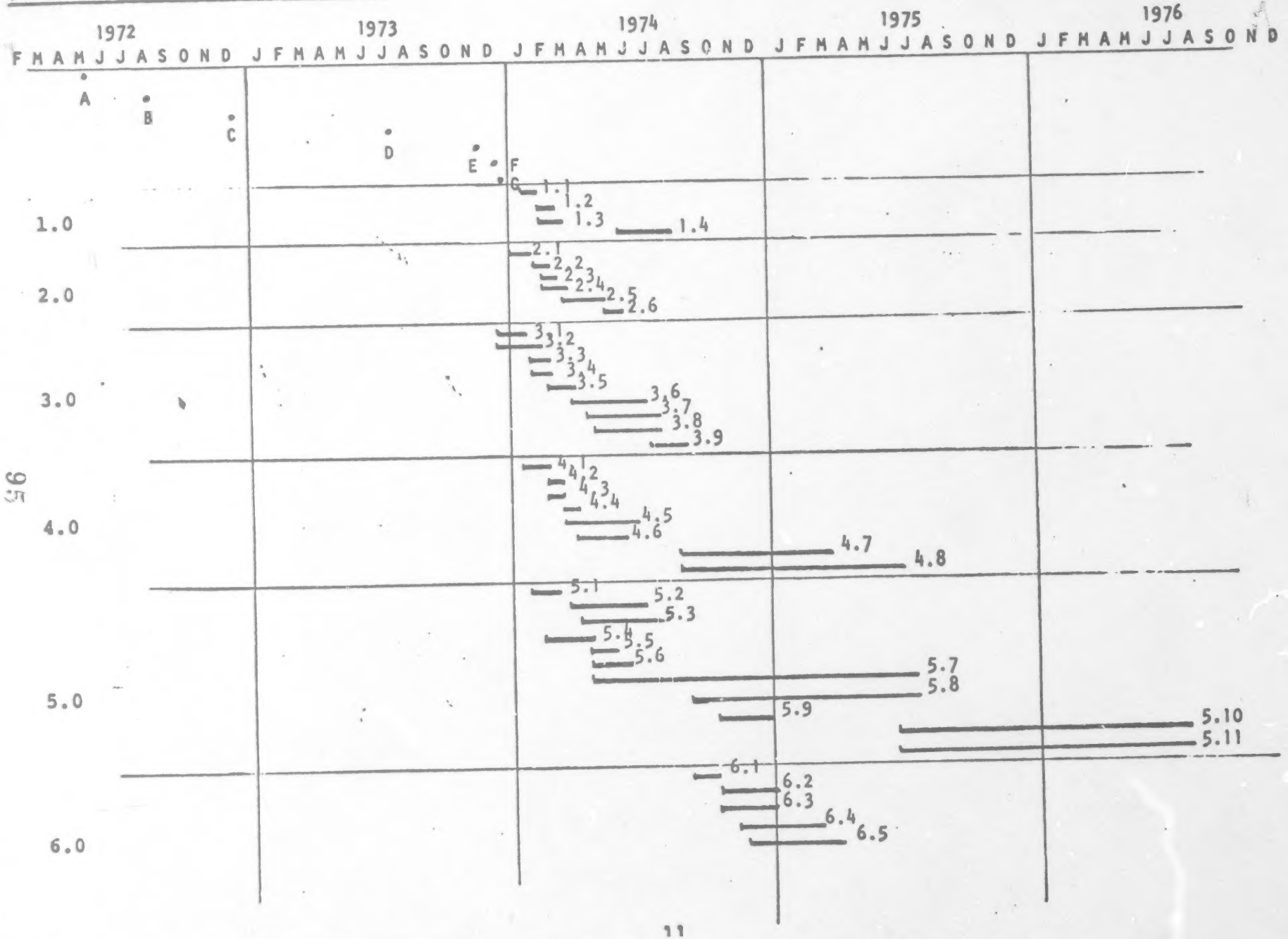
Frances Herring, Director ADN Program Demonstration Project, De Anza College, Foothill Community College District, Cupertino, CA

Marylou McAthie, Regional Nursing Consultant, Regional Office, Department of Health, Education and Welfare, Public Health Service, San Francisco, CA

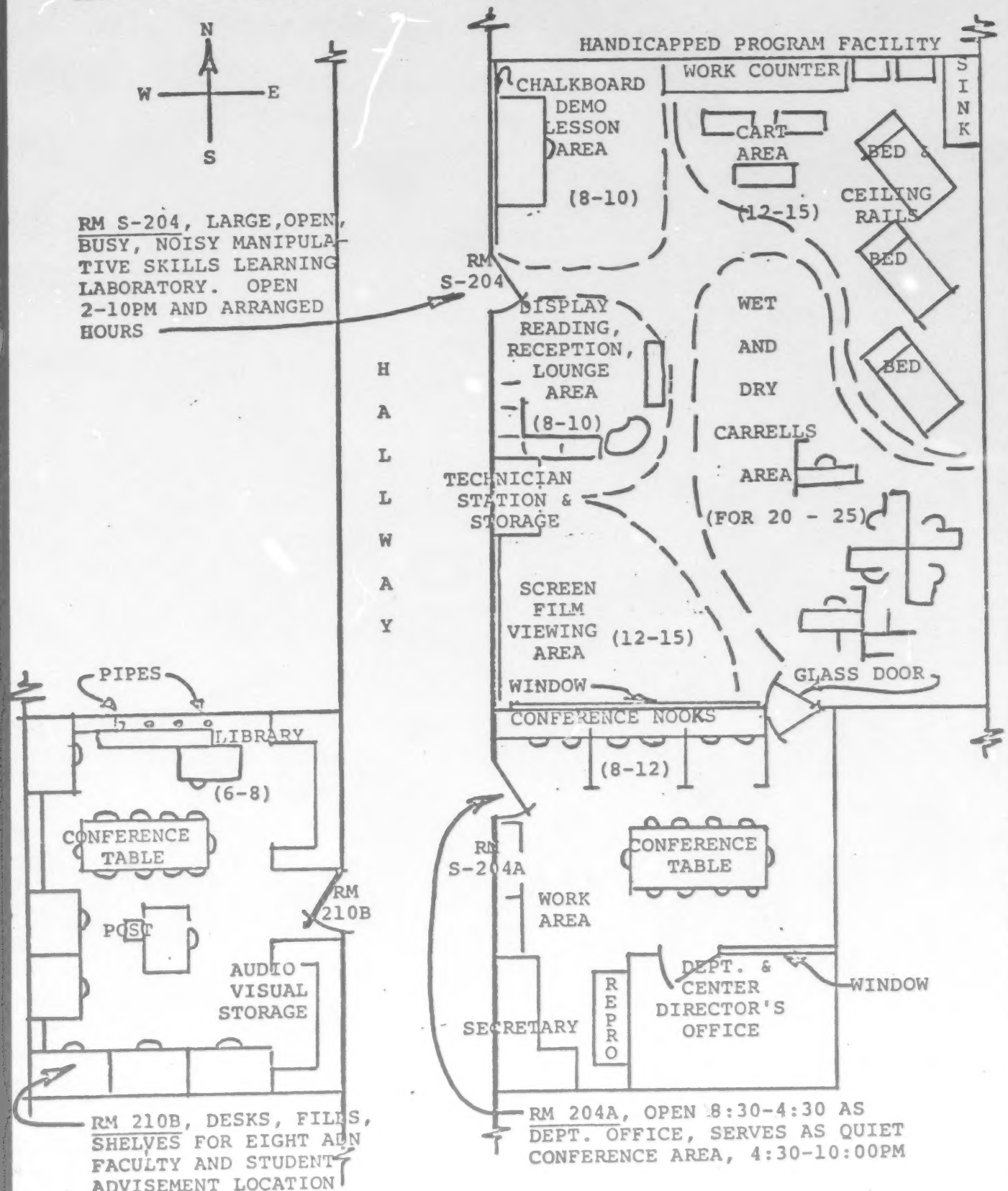
Hayden Williams, Director Instructional Media Center, Golden West College, Coast Community College District, Huntington Beach, CA

_____representing the BNAR and/or the Western Association of Schools and Colleges

ppendix B: Overview of Time Schedule



Appendix C: Nursing Skills Center Layout



Legend: 1/8" = 1'

Appendix D: Typical Job Description

RIO HONDO COLLEGE NURSING PROGRAM

N.S.C. - NURSING TECHNICIAN (NSCT)

(see p. 13 Project HELP Report, Nov. 20, 1973)

A. Education & Experience:

B.S. Nursing, Limited Credential, California Community Colleges. At least two years of recent successful clinical nursing experience and at least six months of supervisory experience.

B. Major Responsibilities:

1. Operate the Nursing Skills Center, under the direction of the Director, supervise students and use of learning resources.

2. Critique and evaluate Nursing students' performance of manipulative skills in ways seen as helpful and valuable by those students.

3. Organize reinforcing unit experiences to supplement standard instructional experiences, in preparation for examinations.

4. Document materials use and student accomplishments in summary reports to the Program leadership.

5. Supervise clerical staff and/or student assistants in duplication of printed material and record keeping.

6. Gradually improve Center procedures using evidence of strengths and weaknesses from summary reports.

C. Reports To:

Director, Nursing Skills Center and the Dean of Occupational Education.

D. Salary:

$9 - 10,000./year and standard staff benefits.

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CLEARINGHOUSE FOR
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